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GENERAL REPORT

ON

PUBLIC INSTRUCTION IN BENGAL

FOR

1876-77.

Calcutta:
PRINTED AT THE BENGAL SECRETARIAT PRESS.
1877.

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REPORT

ON

PUBLIC INSTRUCTION IN BENGAL,

1876-77.

GENERAL SUMMARY.—The history of the year ending 31st March 1877 exhibits, in contrast with those that immediately preceded it, a sudden arrest of the progress of education, and in some respects a rapid decline. The reductions which, owing to urgent financial necessity, were made in the educational assignments for the year amounted to 1¾ lakhs of rupees. These reductions chiefly affected primary education, normal schools, and grants-in-aid. The reductions in normal schools were carried out departmentally—not without the infliction of much hardship on teachers, and the probability of difficulties arising in future years, but at any rate vigorously and effectually. Grants-in-aid, on the other hand, are sanctioned for a term of years. When, therefore, the budget estimate for 1876-77 was, without warning, fixed at Rs. 4,20,000, while the actual expenditure for the previous year, according to the Accountant-General's statement, amounted to Rs. 5,39,000, it was difficult to hope that the sanctioned limit would not be exceeded. Much was effected by refusing new grants in every case, by cancelling grants which did not conform to the rules, and by reducing grants on renewal. These measures of economy, trenchant as they were, were necessarily inadequate to the occasion; and the departmental returns show that the sanctioned expenditure was considerably exceeded. Much good was no doubt done by causing District Committees and Inspecting Officers to look narrowly into the condition of each school, and to determine which of them could best endure, or most merited, vigorous treatment; but it is more than probable that good schools suffered with the bad; that some disappeared, and many were crippled. In all 87 grant-in-aid schools were abolished during the year. The primary grant was exposed to the same sudden and severe measures of retrenchment. From the beginning of March 1876 a rapid succession of circulars was issued from this office by the late Mr. Woodrow, urging all Inspectors of Schools and District Committees to the closest economy in primary expenditure; and in May it was announced that each district would be required to save 25 per cent. of its original allotment, all of which had been practically placed out. It was not until September, however, that the revised allotment for each district was sanctioned and issued; and those officers who had not already begun in earnest to effect the necessary reductions found themselves compelled to throw all the retrenchments for the year upon the last six months of it. The urgency of the case admitted of no half measures; and Inspectors of Schools were incessant in urging District Magistrates to bring down expenditure. The reluctance which many of the latter felt and expressed to the reductions was at length overcome, and schools were deprived of their stipends at an unprecedented rate. In many districts the number of schools abolished in 1876 exceeded the aggregate number so returned for the four previous years. What became of these abolished schools, nearly 2,200 in all, will be considered at length hereafter; but whether they disappeared, or whether they merely retired to the unaided class, it is to be feared that the money spent on them since 1872 has been spent to little purpose. In making these and similar comments upon the educational history of the year, I hope it is unnecessary for me to disclaim any intention of criticising the policy of Government in a hostile sense. Accepting the reductions that were made as a financial necessity, my only concern is to show how they affected the progress of education.

GENERAL SUMMARY

GENERAL SUMMARY.

2. The figures shown in the departmental returns seem at first sight inconsistent with the sketch just given. The following table summarises the state of education for the last two years in Government, aided, and private institutions :—

Class of Institutions.	1876. Schools.	1876. Pupils.	1877. Schools.	1877. Pupils.
For general instruction—				
Government institutions	259	24,208	267	24,595
Grant-in aid ditto	1,872	87,370	1,842	88,193
Primary and Circle Fund Institutions	13,270	353,166	13,665	351,648
Unaided institutions	2,358	60,111	5,629	120,517
For special instruction*	91	4,940	75	4,398
Total	17,850	535,804	21,478	589,351

* Schools for special instruction are all Government institutions, except 15 aided normal schools with 852 pupils, and one unaided technical school with 255 pupils.

In these totals a considerable increase is doubtless shown. On examination, however, it appears that the increase is almost exclusively confined to the head of unaided schools; that is, practically (as all the reports agree in affirming), to previously existing pathsalas, now for the first time brought on the returns. Such schools have been discovered and tabulated to the number of 5,282 with 96,859 pupils, while those of the previous year numbered only 2,043 with 43,714 pupils. Neglecting these for the present, the changes in organised instruction may be thus shown: the schools have increased from 15,807 to 16,196, the pupils from 492,090 to 492,492. And even these figures, it will at once appear, give too favourable a view of the situation. For the only schools that manifest any considerable development are those aided from the primary fund, whose numbers have increased by 395. But all, and much more than all, this increase is accounted for by the circumstances of two districts, Midnapore and Balasore. Midnapore, notwithstanding the reduction of its primary grant, has exhibited the same expansiveness that has characterised it from the beginning, and has added to its list of subsidised pathsalas 321 schools and 8,126 pupils. Balasore has now for the first time adopted the Midnapore system, and has succeeded in adding to its list 1,252 new schools with 14,203 pupils. In all other districts, excepting these two, there has been a loss of 1,178 primary fund schools, with 23,847 pupils.

3. Hence, putting aside indigenous primary schools that owe nothing to the care, and are unaffected by the finances, of the department, the educational history of the year may be thus summed up. There has been a trifling increase in the number and attendance of Government schools; in aided schools, and in institutions for special instruction (the class which includes normal schools), progress has been suddenly and violently checked; while primary instruction has encountered a general and rapid reduction in the numbers both of schools and of pupils.

4. The previous table exhibits the distribution of schools and pupils according to the budget grant by which they are maintained. In the following table they are classified according to the character of the instruction imparted, indigenous primary schools being excluded.

Class of Instruction.		1876. Schools.	1876. Pupils.	1877. Schools.	1877. Pupils.	Average number of pupils at each school.
Superior	Colleges	18	1,104	20	1,702	90
Secondary	Higher English schools ...	173	32,529	180	32,957	183
	Middle " " ...	623	34,072	511	30,072	59
	Middle vernacular "	1,259	59,304	1,045	51,718	50
	Intermediate English schools ...	... ..	.....	112	4,328	39
	Ditto vernacular schools	.....	. ..	1,501	52,650	35
Primary	Primary* schools	13,216	348,510	12,272	302,550	25
	Female "	427	11,331	480	12,027	25
Special		91	4,940	75	4,398	58
	Total ...	15,807	492,090	16,196	492,492	.

* In the report for the previous year, all schools aided from the primary fund were classed as primary schools. The figures have been corrected in this table.

To make these figures intelligible, it must be explained that in the returns for the previous year (see report for 1875-76, paragraph 196,) the class of intermediate vernacular schools was merged in the general body of primary (or lower vernacular) schools; intermediate English schools did not yet exist. The first examination for the scholarships corresponding to these classes of schools was held in the autumn of 1876, and it then became possible to separate the schools of either kind, as in the foregoing table. With this explanation the history of middle and intermediate schools for the past year can be understood.

5. It appears, then, from the divisional and district reports that, of the 112 schools now returned as intermediate English, only a small proportion, probably not more than one-fourth, have sprung from the ranks of the D and E pathsalas, for whose benefit this class

of schools and scholarships was established, and that the great majority are degraded middle schools. These latter have suffered, not only degradation, but actual loss. The number of middle English schools in 1876 was 623; that of middle and intermediate English schools together in 1877 is also 623; and this number includes so many of the pathsalas as have succeeded in raising themselves to the intermediate class. It follows, therefore, that for every pathsala so raised a middle English school has been closed. The 30 middle schools, more or less, that have thus disappeared are partly grant-in-aid schools which have succumbed to the reductions, and partly unaided schools opened in the expectation of a grant, and closed again when it was known that no grants were to be given. The returns of the past year make it abundantly clear that unaided schools above the lowest, are, as a class, highly sensitive to financial pressure.

6. The comparison of the progress of vernacular schools of the three classes—middle, intermediate and primary—is rendered in like manner difficult owing to the uncertain origin of the intermediate schools. These have sprung in unknown proportions from the other two classes, while the numbers of these last have been still further reduced by causes which I have already described; hence it is by no means easy to determine how far the reduction in the numbers of middle and primary schools is due to their transfer to the intermediate class, and how far to the closing of the schools. It appears, however, from the general tenor of the reports, that the number of intermediate schools that have come down from the middle class bears a minute proportion to the number of those that have been raised from the primary class. From a tedious analysis of the returns I infer that of the 1,501 intermediate vernacular schools some 50 or 60 only are degraded middle schools originally so established; that about double that number are primary or circle pathsalas that were ranked as middle schools in the previous year and have been unable to maintain themselves at that level; and that the remainder are all rising pathsalas. Hence, of the 214 middle vernacular schools that have disappeared from the returns of the year, we may count about 40 or 50 as really lost, and the rest as reduced to a lower class. Hence, in middle education generally, a loss both in quantity and in quality has to be recorded

7. Primary schools, properly so called, have sustained a loss of nearly 1,000. This means that in round numbers 1,300 have been raised to the intermediate class and 1,200 have disappeared from Bengal generally, while Midnapore and Balasore have brought in 1,500 new schools, as before explained. Against loss in quantity, therefore, we may rightly balance gain in quality, though it is still necessary to remember that a considerable proportion of the schools now classed as intermediate were returned last year as primary schools only for want of a separate head of classification.

8. The remaining branches of education claim a brief notice in this summary. The attendance at colleges has largely increased owing to the unusually high proportion of successful candidates at the last entrance examination. Female education in girls' schools shows some advance; but the number of girls attending boys' schools (not given in the foregoing table) has remained stationary. The decrease in special schools is explained by normal school reductions; there is, however, a further and large decrease in law, engineering, and medicine (especially the last), which is covered, at least numerically, by a gain of over 200 students in Dr. Surendra Mohun Tagore's music school.

9. The following table summarises the expenditure for the year under different heads as given in the departmental returns:—

Budget Head of Expenditure.	Budget grant (gross).	Expenditure (net).
	Rs.	Rs.
Government schools and colleges	10,57,438	5,85,388
Grants-in-aid and assignments	4,20,560	4,45,301
Circle schools and pathsalas	3,97,000	4,01,403
Scholarships	1,53,245	1,37,816
Miscellaneous	52,900	44,747
Direction and inspection	4,25,530	3,75,130
Total ...	25,06,673	19,89,785
The total grant was subsequently reduced by ...	46,097	
Final gross grant ..	24,60,576	
Receipts credited in treasuries (from Accountant-General's statement) ...	..	4,71,814
Total disbursements from Government treasuries ..		24,61,599

The return of gross expenditure furnished by the Accountant General for the year amounts only to Rs. 24,45,827; but as this total is declared to be liable to increase on the adjustment of certain items, the departmental returns of net expenditure may be accepted as sufficiently near the facts. The departmental returns, however, do not distinguish payments made into the treasury from the general receipts of the department; for such payments the figures given by the Accountant-General have been accepted. From the foregoing table, then, it appears that the gross expenditure of the department (excluding building and medical charges, which belong to other budgets) has exceeded the budget grant by the trifling difference of Rs. 1,023. From the way in which the departmental returns of expenditure are made up, it is impossible to regard them as accurate in any high degree; but I gather that the limits

GENERAL SUMMARY.

of possible error cannot exceed Rs. 10,000 or Rs. 15,000 either way. They are therefore sufficiently trustworthy to afford grounds of comparison with the budget assignments.

10. Of the sum credited as Government receipts, probably Rs. 4,60,000 are fees and subscriptions paid into the treasuries on account of Government schools and colleges. Adding this amount to the sum of Rs. 5,85,388, the net expenditure on Government institutions, the total expenditure on them rises to Rs. 10,45,388, which is less than the original budget grant by Rs. 12,000. Large savings have also been effected in the original grants for direction and inspection, as well as under other heads. Early in the year, however, these original grants were reduced by a lump sum of Rs. 46,097, and the apparent savings under separate heads must be diminished by this amount. The net savings, however, have all been swallowed up by the excess expenditure upon grants-in-aid and (to some extent) upon pathsalas.

11. That the expenditure of the department was finally brought down close to the limits sanctioned in the budget is largely due to the efforts of the late Director, Mr. Woodrow. The fact that the grants-in-aid already sanctioned could not be cancelled without notice, and the fact that the primary grant was not under the Director's control, made it a matter of great difficulty to bring about the necessary reductions. In the circulars issued to Inspectors of Schools and District Committees, Mr. Woodrow explained in detail the financial position of the department and the character of the reductions which he was called on to make; he invited the cordial co-operation of the local authorities, and expressed the confident hope that, with their assistance, he would be able to carry on the department with the reduced grant. It was not, he wrote, the intention of Government that a single good school should be impaired in efficiency owing to the retrenchments, and he did not approve of any sweeping reductions which would fall on the good and the bad alike. Finally, he urged all inspecting officers to the closest economy in travelling bills, and warned Deputy Inspectors that if they suffered extravagant charges on the part of their subordinates to pass unnoticed, they would be liable to degradation. It will be noticed that it is under this last head that the chief savings have been effected; and though it cannot be declared that no good school has suffered from the reductions, yet they have probably been effected with less serious injury to education than might have been thought possible. District officers and Inspectors of Schools rendered, in general, prompt and efficient help by making such reductions as lay in their own power, and by postponing recommendations for building grants or for increase of pay; and while they made constant and candid representations of the evils which they foresaw, they none the less readily responded to the appeal for cordial co-operation which the Director had made.

12. The following table compares the expenditure for two successive years under different heads. The class of instruction, and not the budget head of expenditure, is here made the basis of classification, and charges for medical education are accordingly included.

Class of Instruction.	Year ending 31st March 1876.		Year ending 31st March 1877.	
	Government expenditure (net)	Total expenditure	Government expenditure (net.)	Total expenditure.
	Rs.	Rs.	Rs.	Rs.
University	.....	76,000	.....	85,000
Collegiate instruction	2,23,000	3,88,000	2,24,000	3,97,000
Secondary "	5,13,000	14,18,000	5,94,000	16,64,000
Primary "	4,20,000	7,85,000	2,98,000	6,68,000
Scholarships*	1,31,000	1,42,000	1,32,000	1,44,000
Female education ...	72,000	1,96,000	73,000	1,97,000
Special " (including scholarships) ...	4,29,000	5,43,000	4,40,000	5,50,000
Miscellaneous (including buildings) ...	2,46,000	2,72,000	1,16,000	1,54,000
Superintendence	3,69,000	3,69,000	3,75,000	3,75,000
Total ...	24,03,000	41,89,000	22,52,000	42,34,000

* Exclusive of scholarships for special instruction.

There has therefore been a decrease of Government expenditure to the extent of Rs. 1,51,000, and an increase of private expenditure to the extent of nearly Rs. 2,00,000. The decrease of Government expenditure is even greater than these figures show, for the returns of the previous year did not include the subsidies to the *Education Gazette* and to Dr. Fallon's dictionary, nor the cost of outfit of a Gilchrist scholar; these charges in the past year amounted to Rs. 12,106.

13. The expenditure on colleges shows little change; the private increase, however, is much greater than that chargeable to provincial revenues. The cost of scholarships, of female education, and of superintendence, remains stationary or nearly so. The large increase in the cost of secondary instruction is partly due to greater expenditure on higher English schools, but chiefly to the inclusion this year under its proper head of the cost of intermediate schools supported from the primary grant. The remarkable decrease in the apparent cost of primary education is in like manner largely due to the transfer of schools no longer classed as primary; but there has also been a real and large diminution of expenditure owing to the reduction of the grant. The cost of special instruction has been subject to many disturbing

influences. The Medical College and the vernacular schools of medicine (neither of which are provided for in the educational budget) show an increase together of Rs. 52,000; and this is very nearly the sum that has been saved by reductions in normal schools, the grant for which was brought down from Rs. 1,39,000 to Rs. 83,000. The net increase of Rs. 11,000 is accounted for by additional expenditure on Government technical schools. The miscellaneous savings amount to Rs. 1,30,000; or, if the omitted items before mentioned (paragraph 12) be included, to Rs. 1,42,000. This is sufficiently explained by a decrease of Rs. 1,51,000 on buildings and an increase of Rs. 11,000 in the expenditure on schools abolished during the year, which reached the large sum of Rs. 41,619.

14. The Government contribution to the total cost of education has decreased during the year from 57 to 53 per cent. This decrease in the rate of Government expenditure is found in schools of every class. In colleges the people now pay 44 per cent. of the total cost, against 42 per cent in the previous year; in higher English schools 72 per cent., against 70. In middle English schools they pay 65 per cent; in intermediate English schools 61 per cent. Vernacular education commands a lower price; in middle schools the people pay 56, in intermediate 49, and in primary 55 per cent., the last figure showing a large increase over that of the previous year, when the Government money was more freely spent.

15. Other tables of interest are those that show the class of instruction and the social position of the pupils in all schools. For the table showing class of instruction, the following explanation is needful. The *upper stage* includes pupils in the first and second classes of a school teaching to the entrance examination. The *primary stage* includes those who have not passed beyond the primary scholarship standard; and it has two sections, the lower of which comprises those pupils who cannot read, write, and understand easy sentences in their mother tongue. The *middle stage* includes those who are between the upper and primary stages, and it is defined by the standard of the minor or vernacular scholarship. Schools for special instruction are excluded:—

Class of Schools.	Upper stage.	Middle stage.	Primary stage, higher section.	Primary stage, lower section.
Higher English	20·4	50·5	22·7	6·4
Middle „	·3	38·6	40·9	20·2
Do. vernacular	.....	29·7	37·9	32·4
Intermediate English	.....	25·5	43·7	30·8
Do. vernacular	.....	11·5	41·3	47·2
Primary	.....	1·2	34·3	64·5

In all schools taken together we find 7,531 pupils or 1·3 per cent. in the higher stage, 57,514 or 9·8 per cent. in the middle, 205,121 or 35 per cent. in the upper section of the primary, and 314,732 or 54 per cent. in the lower section. These proportions are much the same as those of the previous year. We might have reasonably expected the percentage of pupils in the higher stages to be greater than before, since the retrenchment of the year must have pressed with most fatal effect upon the inferior schools. This is undoubtedly true, but all the improvement resulting from this cause has been neutralised by the inclusion of pupils of indigenous unaided schools to the number of over 97,000.

Among these last, the proportion of those in the lowest stage of instruction is 74 per cent., in aided primary schools only 61 per cent. Similarly, in intermediate schools, formed out of the best primaries, the proportion in the lowest stage falls to 47 per cent., while 41 per cent. of their pupils can read and write, and 11½ per cent. are in the stage above. This represents the highest standard generally attainable by schools under a five-rupee teacher.

16. The table of social position is given below. Any definition of the upper, middle, and lower classes of society must of necessity be vague; and though the prescribed returns are very elaborate, yet no great accuracy can be claimed for them. At the same time marked differences in the figures, if constantly recurring, probably indicate some differences in the facts, and the results may be accepted as a rough guide to the way in which our system of education affects the various classes in the country.

Class of Schools.	Upper classes.	Middle classes.	Lower classes.
Higher English	3·7	79·2	17·1
Middle English	1·1	62·2	35·7
„ Vernacular	1·7	48·8	49·5
Intermediate English	1·2	51·8	47·0
„ Vernacular	·3	33·1	66·6
Primary	·2	18·4	81·4
Total of all schools ...	·6	29·1	70·3

I shall refer to this table again. Meanwhile it is of importance to note that pupils belonging to the lower classes number 81 per cent. in primary schools, and that they fall to 67 per cent. in intermediate vernacular schools. From this fact it might be inferred that to raise the standard of a school is to drive away pupils belonging to the lower classes of society, and I am not sure that this result does not in some instances occur. But the opposite interpretation is equally plausible, namely, that where the pupils are of higher social rank, the pathsala is

GENERAL SUMMARY.

more easily converted into a school, and its standard raised. It is useful further to note that the proportion of lower class pupils in aided primary schools is slightly higher than in those that are unaided.

17. The number of pupils in aided and unaided schools for two successive years is here compared, division by division.

	Pupils on 31st March 1876.		Pupils on 31st March 1877.	
	In aided schools.	In unaided schools.	In aided schools.	In unaided schools.
Presidency ..	95,756	21,049	90,823	32,042
Burdwan ...	111,705	7,753	117,329	30,298
Rajshahye	44,920	3,796	38,891	4,729
Dacca	61,604	12,724	60,142	17,589
Chittagong	13,948	1,603	12,029	1,336
Patna	56,699	4,365	47,906	5,927
Bhagulpore	27,489	3,246	28,208	18,865
Chota Nagpore	23,141	1,012	22,326	3,205
Orissa	19,753	353	34,915	1,484

The number of pupils in Government and aided schools has fallen off in every division except in Burdwan and Orissa, for reasons which have before been given, and in Bhagulpore, which shews a small increase. Those divisions in which the search for unaided schools hitherto unknown has been most successfully prosecuted are, in the first rank, Burdwan and Bhagulpore, and in the second, Presidency and Dacca. Chittagong division returns a few only out of the thousands that are known to exist Baboo Bhoodeb Mookerjea estimates that there are 5,000 indigenous pathsalas in the division of Patna alone, though but few have been recorded.

18. The foregoing returns of pupils refer to the numbers on the registers of schools at the close of the year; but the condition of the schools throughout the year is best tested by the average monthly number on the rolls. This is returned for Government and aided schools as 411,378, or 88 per cent. of the total number of pupils on the last day of the year, the proportion for unaided schools being much the same. This gives rise to certain reflexions. On the 31st March 1876 the number said to be attending such schools was 467,620; on the 31st March 1877 the number was 466,381. The average throughout the year is 55,000 less than either of these limits. After making every allowance for the vicissitudes that befel the schools from the reductions made in the middle of the year, I cannot avoid the conclusion that throughout Bengal many pupils are entered on the rolls on the 31st March, for the purposes of the annual returns, who disappear from the rolls during the rest of the year.

19. The figures showing the average daily attendance should be compared with the average monthly roll number, and not with the number that happens to be entered on the rolls on the last day of the year. The proportion of daily attendance is therefore 84 per cent. of the monthly number on the rolls; this percentage being reached in Government schools, while in aided and circle schools and D pathsalas it falls to 78 per cent. and rises again to 84 per cent. in E pathsalas. The correctness of this last figure, however, it is difficult to believe. Considering the various causes that keep children, especially of the lower classes, away from school at various seasons of the year, I cannot think it possible that the daily attendance in the new pathsalas is as high as 84 per cent.; while in aided schools and in pathsalas longer established, and therefore better organized, it sinks to 78 per cent. With constant supervision it may be possible to keep the standard of attendance in primary schools up to a point not far short of 80 per cent., though this limit, I believe, has never been reached in the North-West Provinces nor by the London School Board. Any average beyond this leads to the suspicion that the registers of attendance are falsified; and the actual occurrence of cases in which the guru's register has been found filled up by anticipation for the whole month, coupled with the fact that detection of such faults is difficult, makes it impossible to lay much stress on the returns of daily attendance in primary schools. In schools of higher classes they are much more trustworthy. The number of pupils returned as able to read, write, and understand easy sentences, is liable to similar exaggeration. Whether the tables are filled up by the guru unchecked, or by the sub-inspector as he visits the school, there would be a not unnatural tendency, quite removed from wilful falsification, to put the best face upon matters, and enter doubtful cases in the superior rather than in the inferior stage of instruction. Exaggerations of this kind are incidental to all unchecked returns; liberal allowance should be made for them, but as they probably recur in much the same proportions from year to year, the figures still afford a valuable measure of progress.

20. The changes that have taken place in the Department during the past year may be briefly noticed. Mr. Woodrow, whose lamented death on the 11th October 1876 was noticed in the Government resolution on the last report, was succeeded in the Directorship by Mr Sutcliffe, who carried on the duties of that office until the close of the year, when he took leave. The appointment vacated by him at the Presidency College was filled by Mr. Tawney, who was on leave in England during the year under report. On Mr. Clarke's taking leave early in 1877, Mr. Bellett was appointed to the inspectorship of the Rajshahye Circle, Baboo Prosonno Coomar Sarvadhikari of the Sanskrit College being appointed to succeed him in the principalship at Berhampore. Baboo Bhoodeb Mookerjea exchanged the western circle for Behar on the death of Mr. Woodrow. Mr. Rowe officiated in the Burdwan

inspectorship on his return from leave, but after three months succeeded to the principalship of the Kishnaghur College, vacated by the transfer of Mr. Lethbridge's services to the Government of India. On Dr. Robson's taking leave in February, Mr. Webb took charge of the inspectorship of the Eastern Circle. During the year Pundit Mohesh Chandra Nyayaratna and the Rev. Lal Behari Dey, who were officiating in the fourth class of the graded service, were permanently appointed to that class, which was further strengthened by the addition of Mr. G. A. Stack, from the Education Department in the North-Western Provinces, and of Mr. W. Booth, of Trinity College, Dublin, and Mr. W. H. Paulson, of Magdalene College, Oxford, who were appointed by the Secretary of State. Four officers, however, are now on leave, while the services of two others have been placed at the disposal of the Government of India, and the greatest difficulty has been found in carrying on the work of the colleges. GENERAL SUMMARY.

21. PRIMARY INSTRUCTION.—The total number of pupils returned as receiving instruction in primary schools of every kind is shown in the following statement. Girls' schools are excluded:— PRIMARY INSTRUCTION.

Primary Schools.

	1876.		1877	
	Schools.	Pupils.	Schools.	Pupils.
Government schools	24	645	16	399
Grant-in-aid schools	345	10,267	285	8,466
Circle schools	225	6,277	121	4,370
Primary fund (D and E) schools ...	12,622	329,321	11,850	289,315
Total aided	13,216	348,510	12,272	302 550
Unaided schools	2,043	43,714	5,282	96,859
Grand total ..	15,259	392,224	17,554	399,409

The general purport of these figures has been before explained. The loss of nearly 1,000 aided schools with 46,000 pupils may be analysed into (1) the transfer to the intermediate class of 1,300, many of which really belonged to that class in the previous year; (2) the disappearance of 1,200 in Bengal generally, some of which still survive and are returned as unaided schools, while others have ceased to exist; (3) the addition of 1,200 to the aided schools of Balasore, and of 300 to those of Midnapore. It was before stated that the number of abolished primaries was nearly 2,200; it follows, therefore, that, besides the 1,200 that have disappeared from the aided class, from another 1,000 the stipends have been withdrawn and transferred to new schools. Coming to details, the few Government schools are those maintained for the benefit of the half-civilised tribes along the edge of the Garrow Hills and in the Bhootan Dooars; eight have now become intermediate schools. The grant-in-aid schools are chiefly conducted by missionary bodies among the Sonthals and Kols, and for Bengali converts in the Midnapore and Nuddea districts. They are 240 in number, nearly as in the previous year; the rest are native schools under ordinary management, some 60 of which seem to have been raised during the year to the intermediate class The real primary education of the country is carried on in circle schools and in D and E pathsalas, the details of which require separate consideration.

22. Out of the total fund for circle schools and D and E pathsalas, the following schools were maintained at the beginning and end of the year under report:—

Circle Schools.

Year ending.	Primary.*		Intermediate.		Middle.		Total.	
	Schools.	Pupils	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils
31st March 1876 ...	232	8,409	....	.....	141	6,713	373	15,122
31st „ 1877	127	4,493	88	3,511	107	4,041	322	12,045

* Including girls' schools.

D and E Pathsalas.

Year ending.	Primary*		Intermediate.		Middle.		Total	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils	Schools.	Pupils.
31st March 1876	12,675(1)	330,226		..	222	7,818	12,897	338,044
31st „ 1877	11,978(2)	291,832	1,226	42,158	139	5,013	13,343	338,703

* Including girls' schools.
(1) Exclusive of six guru-training classes with 79 pupils
(2) Exclusive of three guru-training classes with 55 pupils

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From the first of these tables it appears that there has been a considerable falling off in the total number of circle schools. This is chiefly due to the reduction in the grant from Rs. 27,000 to Rs. 22,000. But it is nevertheless true that since September 1873, when the circle grant was, like the primary grant, placed under the control of the Magistrates, frequent efforts have been made to divert the circle fund to the ordinary purposes of primary education, even at the risk of serious disturbance to existing schools. The circle system was a cheap and effectual means of creating middle vernacular out of lower-class schools; the peripatetic teacher, who was a trained pundit, visited in succession for two days each the three or four pathsalas comprising his circle, and instructed their highest classes in subjects up to the vernacular scholarship standard, which their own gurus did not know and would not learn. In this way the circle system produced some of the best of the middle vernacular schools in Bengal at the smallest cost. Some of the District Magistrates, however, did not understand or value the system. Three years ago the Vice-President of the 24-Pergunnahs District Committee wrote:—"Circle pundits, as far as my experience goes, are not of much use, as it is impossible with our means to keep any check on them, since when found absent at one school they declare they were at another." And he argued that circle schools could not be worth preserving, since they were open only two days in the week, and not that if the pundit was irregular in his attendance. Acting upon this profound misconception of the nature of the schools, the District Committee at one meeting dismissed 15 circle pundits from the service of Government; and the 50 schools which they taught at once fell back into the ranks of the primaries. Similar attacks have been made on the circle system in the year under report, chiefly in the Presidency Division. The Inspector, Mr. Garrett, in calling attention to the fact, laments "the doom which has been pronounced against the circle system." In the 24-Pergunnahs, the experiment tried three years since has, it is true, been again partly abandoned, and two pundits, who had charge of 42 schools as inspectors, have been restricted to two each as teachers. At the same time, the Magistrate speaks of the system in disparaging terms. "The pathsalas," he writes, "which are under two pundits, and are classed as circle pathsalas, differ in no essential features from the so-called pathsalas;" and he is accordingly inclined to transfer the whole circle fund to the primary grant. It is of course true that schools aided from the primary fund often succeed in rising to the middle standard, though much less readily than circle schools. It is also true that the average cost to Government of a circle school is Rs. 68 a year, while that of a primary fund school is only Rs. 28; but it should be added that the cost to Government of an aided vernacular school is Rs. 157 a year. In fact, if vernacular education of the middle class is worth promoting, no cheaper means of doing so than the circle system exists. And yet since 1873 the number of circle schools of the middle class has fallen from 151 to 107. The average cost of each school has indeed also fallen, but that argument is far from being the only relevant one. It is worth while to compare the circumstances of the two divisions, Presidency and Dacca, into which the circle system has been most extensively introduced. In the Presidency Division, of 154 circle schools 10 are in the middle class, 47 in the intermediate, and 97 in the primary, and the cost of each school is Rs. 63. In the Dacca Division, of 138 schools 88 are in the middle class, 33 in the intermediate, and 17 in the primary, and the cost of each school is Rs. 93. The circle schools of Eastern Bengal are among the best of their class, and it is hardly possible to doubt that the circle fund has been spent with more real economy and to better advantage in the Dacca than in the Presidency Division. The right management of the circle fund is a subject that deserves the attention of Government.

23. From the second of the two tables given in the last paragraph it appears that while the total number of D and E pathsalas has increased by 446, the number of pupils remains stationary. The hope expressed in the Government resolution upon the last annual report, that the average number of pupils to each school might be found continually to rise, has not therefore been fulfilled. This arises from the fact that the 1,200 new schools brought on the returns in the district of Balasore have an average of only 12 pupils each, while the 1,200 that have disappeared in other parts of Bengal had twice that number; hence the general average of pupils in all pathsalas has fallen from 26 to 25; the number for each middle school being 36; for each intermediate, 34; and for each primary, 24. The average number of pupils in circle schools, it may be noticed, is 40; namely, 46 in middle schools, 40 in intermediate, and 36 in primary. These figures mean, not that instruction of a higher class attracts more pupils, but that the biggest villages have been able to secure the best gurus, men who are competent to teach a standard above the primary. The D pathsalas, as might be expected, from their earlier and better organization, have risen much more rapidly than E pathsalas. Out of 1,535 of the former, 115 are of the middle class and 594 of the intermediate, while 11,832 of the latter furnish only 24 to the middle and 632 to the intermediate class. Nor is it desirable, as I shall directly point out, that they should advance at any more rapid rate.

24. In all schools aided from the primary fund there are over 338,000 pupils. Of these (see table, paragraph 15, above) some two-thirds, or 225,000, are in the lowest stage of instruction; 110,000 are able to read, write, and understand easy sentences out of a book; and 3,000 can do more than this; no allowance being now or hereafter made for probable

exaggerations. We are therefore in a position to form some estimate of the true character and value of the primary system of 1872.

25. In the indigenous schools existing all over the country, upon which that system was founded, instruction of an almost fixed and constant type had for generations been imparted. The character of that instruction has been often described, and is now pretty well understood. A concrete illustration, however, by an acute and experienced observer, will not be out of place, even though the illustration be an imaginary one. In the novel of *Govinda Samanta*, the Revd. Lal Behary Dey tells the story of a Bengal ryot; among other things how he went to school, and what he learnt there. In the village of Kánchanpur there were two pathsalas. In the chief of the two "the sons of Bráhmans, Kayasths, and wealthy bankers received instruction from a Brahman *gurumahasay*. This *gurumahasay* belonged to a race of hereditary pedagogues, since his father, grandfather, great-grandfather, and all his ancestors up to the fourteenth generation backwards, were the schoolmasters of the village. There was in the village, however, another pedagogue, whose school bore to the other one the same relation which a dissenting chapel in England bears to the parish church. He occupied a far inferior social position; indeed, he was not a Brahman, but a Kayasth, and therefore obtained only a third part of the pupils of the other. Any day you might have seen in the school of the Brahman pedagogue between sixty and seventy boys, whereas in the other school you seldom saw more than twenty. And yet the Brahman was by no means a better teacher than the Kayasth. The former, though he had read a part of the *Sankshipta-Sara* (the Sanskrit grammar in vogue in the Burdwan district) and would repeat a lot of Sanskrit *slokas*, with which his conversation was interlarded, yet made ludicrous mistakes in Bengali orthography; the latter made no pretensions to Sanskrit scholarship, but was universally acknowledged to be an arithmetician of the first water; and he was strong in zemindari accounts, a subject of which the Brahman *mahasay* had no knowledge. Though the school of the Kayasth teacher was attended chiefly by the lower castes and the poorer classes, there was amongst them a sprinkling of Brahman boys, particularly those whose parents wished to give them a mathematical education and an insight into the mysteries of zemindari accounts." (Vol I. pages 103-105). The latter of the two was the pathsala that would (or should) have been selected for aid under Sir George Campbell's system; it was that which taught ordinary village boys enough to enable them to take care of their own interests in their own station of life. It was that also to which Govinda Samanta was sent; and what he learnt shall next be described in detail. "In the old-fashioned, orthodox village pathsalas, which are even now found all over the country, a boy only writes for some years, and does a little arithmetic, but seldom reads a book, the two subjects to which the greatest attention is paid being calligraphy and arithmetic. Early in the morning, when Govinda went to school, he spent some hours in writing the fifty letters of the Bengali alphabet, the compound letters which are so puzzling to foreigners, the numerals from one to a hundred, and the like. Before the forenoon school was dismissed he recited, in a chorus with other boys, those compound letters and the numerals. In the afternoon school he again wrote those very things, and in the evening, before being dismissed, recited in a sing-song manner, along with other boys, the whole of the multiplication table up to twenty times twenty, a table with which Bengali boys are more familiar than any other boys in the world. Next to the writing of the alphabet followed the writing of proper names, especially of persons; the names of all the boys in the school, and those of the major part of the inhabitants of the village, successively appeared on the stage of the palm-leaf.

"The study of arithmetic went on *pari passu* with calligraphy and orthography. First came a lot of arithmetical tables, which were all committed to memory; addition, both simple and compound, followed; next subtraction, both simple and compound; then the boy at once passed on—for Bengali arithmetic has not the formal processes of multiplication and division—to what in European arithmetic is called proportion, or the rule of-three, but which in Bengali goes by the various names of *serkashá*, *mankashá*, *kánchánámáshá*, *sudkashá* (interest), *kathákáli*, *bighakáli* (mensuration), according to the subjects to which the doctrine of proportion is applied..... The lowest class of a Bengali pathsala of the primitive orthodox fashion is the chalk or *floor class*; in this class Govinda remained about six months. The next class is the *palm-leaf class*, in which our hero studied for about three years. In the beginning of the fourth year he was promoted to the *plantain-leaf class*. Govinda now gave up the writing of merely personal names, and took to epistolary composition. This same study of epistolary composition, or correspondence, is a most important branch of Bengali education, and is pursued for years in the village pathsalas. Essay writing is unknown in the primitive schools of Bengal, simply because it is not necessary to the purposes of life. Whatever is required in practical life is assiduously studied; and it must be acknowledged that the writing of letters is of essential importance to persons engaged in business. Nor is Bengali letter-writing an easy task. There are hundreds of set forms in which men are to be addressed according to their station in life, and to the relations in which they stand to the writer."

26. This truthful sketch of a Bengali boy's school-life brings into prominence one fact upon which I wish to dwell, namely, that the education of the pathsalas was not a liberal,

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but a special and technical education; that it was not education at all, in the proper sense of the word, but rather instruction in some of the most necessary arts of life. The pupil learnt writing and arithmetic. He learnt writing, not that he might enlarge his mind or delight his leisure by reading, for books were unknown to him; he learnt that he might be able to address his landlord or his father-in-law in the set style that had been confirmed by the usage of centuries. Arithmetic is always and necessarily a practical art. But the arithmetic of the pathsalas was so eminently and intensely practical that it neglected everything that had not immediate reference to the daily concerns of a Bengali villager's life He learnt thoroughly how to secure himself against dishonest reckonings; against the artifices of the mahajun, the moodee, and the zemindar's gomashta. But no method that he acquired would have taught him directly how to divide a sum of money amongst a number of persons, or how to multiply except by continued addition. Arithmetic, as he learnt it, was not a science that he could apply to the solution of fresh problems; it was a practical art that secured him against loss in his ordinary money transactions. The value of such a training is beyond dispute; but the training was still of the nature of technical instruction. The ryot's son went to school to learn how to measure his fields and calculate his rent; the bunniah's son went to study tables of interest The blacksmith's or weaver's son cared little for these things, and learnt his trade, where he could best acquire it, in his father's shop. All alike valued technical instruction, and that only.

27. And in consequence of their technical character, the pathsalas formed a class apart, altogether separate from and unconnected with the general liberal education of the country, as it went on in the schools founded or supported by the Education Department. There was a gulf between them which no efforts on its part could bridge. The department ignored or neglected the indigenous pathsalas, just as it ignored the technical instruction of the smithy or the loom, because it had no means at its command for connecting either with its own special work of education. It cannot be charged with undervaluing them, except as an educational agency; and if it took no steps to establish or foster such schools, it was chiefly because experience had shown that the people would always maintain in sufficient numbers the institutions that possessed such practical utility for them.

28. Sir George Campbell discovered the means of bridging the gulf. While fully recognising the technical character of pathsala instruction and insisting on its value, he nevertheless saw that the pathsalas worked on lines so near to those of an elementary liberal education that the two could be linked together, here and there, in such a way as to preserve the characteristic excellences of each. The pathsala might, by careful treatment, be transformed into the lowest of a series of schools, while still retaining that character which alone gave it value in the eyes of the people. In this way only could a system of popular education be created out of materials that had little or no connection with popular education. The pathsalas became an educational agency, not by what they preserved, but by what they now for the first time introduced. But the utmost caution was needed in bringing about a revolution so vital. And hence throughout the resolution of September 1872 far greater stress is laid on the retention of the old subjects than on the introduction of new. The danger that Sir George Campbell apprehended was the conversion of a good pathsala into a bad lower school, and the consequent secession of all the pupils. The pupils must at any rate be kept, and they must be taught the useful arts that enabled them to live; these were necessaries, and any education that could be given must be given in addition thereto. The resolution therefore rightly insisted on the maintenance, not only of a low, but of the old standard. At the same time the cautious references to book-reading, and above all the establishment of scholarships to enable picked boys to overstep the narrow bounds of the pathsala, and to enter on the wide field of learning, pointed clearly to the real character of the change that was contemplated.

29. The language of the resolution was thus in some measure doubtful, and exposed to different interpretations by those to whom was intrusted the task of working out the reform. One district officer resented the slightest attempt to improve the teaching of the pathsalas; another was not satisfied until he saw a primer in the hands of every pupil. One maintained that to describe a new class of schools (as Sir Richard Temple did) as 'intermediate' between pathsalas and middle schools was to compare two things that had no common character; another rated his inspecting officers because so few pathsalas were found to have reached the intermediate standard. This diversity of opinion and of treatment has not been without its advantages. It has enabled us to compare the working of opposite principles, applied in various degrees and amid every variety of surrounding conditions, and to determine how far the one or the other is suited to the circumstances of the population of Bengal. But before going into that question, it is well to see what the net result of our labours and our expenditure is. Referring to the figures given in a previous paragraph, it appears that out of 338,000 pupils in the newly aided primary schools 110,000 are said to be able to read and write, and 3,000 to have reached a higher stage. Making the most ample allowances for exaggeration, these figures are supported by the fact that over 11,000 candidates presented themselves at the last primary scholarship examinations held throughout Bengal, and more than 5,000 passed The standard of passing is (1) reading a book of the difficulty of *Bodhoday* (a manual of useful knowledge); (2) the four compound rules of arithmetic; (3) the old subjects of the pathsala course in their fullest extent, namely MS. reading and writing,

mental arithmetic, bazar and zemindari accounts, and mensuration; and 200 out of 500 marks must be gained in order to pass. It is probable that the standard actually enforced varied widely in different districts, and in some the departmental instructions with regard to the examination were not fully carried out. But it can hardly be denied that the number of pupils who passed an examination of a fair standard of difficulty is sufficient to warrant the conclusion that much larger numbers are approaching that standard.

30 We find, then, some 50,000 or 100,000 pupils throughout Bengal who have attained or are attaining knowledge of a kind from which, had they remained in the old pathsalas, they would have been absolutely and for ever excluded. This is a consideration of the first importance. A tendency to decry the utility of Sir George Campbell's measures even now occasionally manifests itself. It is said that the pathsalas which are now aided always existed, and that the chief result of the measure has been the substitution of Government for the people as the paymaster of the guru. Such assertions seem to me to involve a profound misconception of the history of the past five years. That history, rightly understood, reveals a very different set of results. Of the wide area covered for generations past by the people's pathsalas, an inner circle has been taken in hand by Government; and after many mistakes and much profitless expenditure, the pathsalas within that narrower circle have been, with more or less success in different parts, taken up into the general system of education; so that while their pupils generally still receive the useful training which they chiefly prize, many have now for the first time been admitted to that process of mental discipline which a liberal education chiefly means; and some few have passed beyond their fellows towards a goal which in times past lay beyond the scope of their ambition. Without attaching exaggerated value to the reading of a printed book, I nevertheless hold it to be true that where 100,000 boys take to reading who never read before, there will be found before long a general awakening of the class to which these boys belong, the general growth of a sense of independence and self-reliance, which, though it may be attended at the outset by certain necessary evils, and may not be regarded by all as an object to be desired, is nevertheless a result of vast political importance.

31. Holding, as I do, the conviction that there exists a radical and essential difference between the indigenous pathsalas of the country and those that have been taken in hand by Government and brought within the sphere of liberal education, I cannot but deplore the necessity of retrenchment, which transferred 1,200 pathsalas within the past year from the aided to the unaided class. Granted that they were the least promising of their kind; that they had made the most trifling advance beyond the standard originally taught, yet they had made some advance and were still looking forward. They had exchanged a goal close at hand for one that was distant and hard to reach. But now, with the cessation of Government aid, the education that Government desires to promote has also ceased; and the ground that has been patiently and laboriously won within the last few years has again been lost Very few pathsalas of the indigenous class take of their own accord to the new subjects; and it is to be feared that the great majority of those from which aid has been withdrawn have rapidly fallen back to the level from which we have been struggling to raise them. More than this. Any reduction in the budget grant for primary schools means not only the disappearance of so many schools from the aided list, but the absolute waste of all the money that has been spent on them since their admission to the Government system. In these early days of primary school organization, the primary grant should be protected, as far as possible, from sudden and large fluctuations The reductions fall on those schools that are least able to maintain themselves at the point they have have reached, and every rupee that is 'saved' in the budget involves the waste of three or four rupees expended in past years.

32. I lay stress on these views, because they are opposed to those of the most experienced Inspector of Schools in Bengal, Babu Bhoodeb Mookerjea. The Inspector, in discussing the question what has become of those pathsalas from which aid has been withdrawn, contests the views of the Magistrate of Shahabad, who reports that "on every withdrawal of a Government subsidy from a pathsala that pathsala has disappeared from the surface of the earth." Babu Bhoodeb thinks that in Behar generally the pathsalas are not altogether lost, whatever may be the case in Shahabad; and that "though the gurus entertained on Government stipends often quit them on the stipends being withdrawn, yet untrained gurus, who are incapable of teaching Nagri, reassume their old occupations." And again, speaking of Bhagulpore division; "it seems that, after remaining closed for a while, they revive either at their old sites or elsewhere in the neighbourhood, under the selfsame or other gurus. They cease only to furnish returns and to teach Nagri." And the Inspector expresses the belief that the state of education in a district is little affected by such changes, and that the disappearance of the pathsalas from the aided list cannot be regarded as a serious loss. Yet he insists at the same time upon the difference in the character of the aided and the unaided pathsalas. "The teaching in the subsidized pathsalas is decidedly superior to that in the unaided pathsalas, but much more decidedly so in book-reading, writing from dictation, and European arithmetic, than in mere hand-writing or mental arithmetic. The gurus of the aided pathsalas pay less attention than they should to *Kaithi* writing; and as for teaching to read *Kaithi* manuscripts, I found that the habit had been quite given up by them Before the introduction of Nagri

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the higher standard. As a special encouragement towards correct spelling, in which the pathsalas were found very backward, about 10 per cent. of those who have done best in the dictation are selected to spell against one another for a prize, the winner getting a reward for his guru also. When each sub-centre examination is over, the examiners and Committee choose three or four of the best pupils, who are given tickets of admission to the primary scholarship examination. This examination is held at 16 centres in the district, and the successful candidate gets a scholarship or reward for himself and a reward for his guru.

"Thus far the system is entirely one of payment by results of examination. But there is another part of it which is meant as a corrective to some extent of the inherent fault of any absolute payment-by-results scheme. This fault, in the words of the late Mr. Woodrow, is 'the tendency to give much where little is required, and little where much is required.' It is clear that a new pathsala in a backward part of the district would have a very poor chance of getting any Government help at all were it to depend merely on the rewards gained by its pupils, while the well-attended town pathsalas and those in the more advanced thanas would monopolize year by year the whole grant. To obviate this so far as may be, a fixed stipend of one rupee per year is given to any pathsala that sends in returns, and a further sum of Rs. 3 per year to every one that has reached its second year of continuous existence and examination, and has also kept regular registers. This encouragement, small enough certainly, but still something, is given to every pathsala, however young and weak; and any pathsala that can manage to exist for two years can get at least Rs. 4. The average amount gained by each pathsala, taking best and worst together, is only about Rs. 8, so that each pathsala that has any claim to regularity and stability, and therefore to usefulness, is sure of at least half the yearly amount earned by an average pathsala. Thus we see that the main scheme is one of payment by results, strengthened at its weak points by alliance with a modified form of the monthly stipend plan."

The following table, supplied by Mr. Harrison, places beyond dispute the rapid progress of education in Midnapore district:—

Year ending on the 31st March of—	Number of pathsalas examined.	Number of pupils on the rolls of the pathsalas.	Number of pupils who presented themselves for examination.	Number passing in reading with writing.			Number who passed in Arithmetic.			Number who passed in zemindari and mahajani accounts.
				Higher grade.	Lower grade.	Total.	Higher grade.	Lower grade.	Total.	
4*	1,669	28,357	8,939	1,084	5,895	6,979	1,170	4,317	5,487	77
5	1,865	34,459	11,141	2,377	6,374	8,747	2,363	3,863	6,226	377
6	2,186	41,980	14,324	2,266	8,489	10,755	2,479	6,026	8,505	415
7	2,539	50,705	16,355	2,597	9,363	11,960	2,714	6,418	9,132	441

* First year of sub-centre examination in 1872-73, 576 pathsalas were examined at centres.

44. The Bankoora scheme, elaborated by Mr. Larminie, is one that just suits a small and easily managed district. It deserves special notice that this system has placed Bankoora, in one important respect, at the head of every district in Bengal. The proportion of pupils in all schools to population is over 26 per 1,000 in Bankoora, while in Midnapore it is less than 24 per 1,000. The difference between the schemes in force in the two districts is chiefly in detail. In Bankoora the gurus of a certain number of pathsalas are paid a fixed monthly salary, which, except in the D pathsalas, seldom exceeds one rupee a month. Towards the close of the year the progress made by each school is considered, the points taken into consideration being numbers on the rolls, daily attendance, proficiency, and success at scholarship examinations. Marks are assigned under each of these heads. A list of all the pathsalas so examined, and of the marks gained, is submitted to the Magistrate, who rates the best pathsalas at a given sum, and so on in a descending scale until a small amount is reached for the inferior pathsalas. The rates are dependent on the funds at his disposal. At whatever sum a pathsala is rated, the guru receives that sum less the amount that he has received by way of monthly stipends. Gurus who have not reached a certain standard receive no addition to their monthly income, and are also liable to lose their stipends. In the year under report the maximum reward given was Rs. 34-8, the lowest pathsala getting only Rs. 15 per annum, or only Re. 1-4 a month. Gurus of unaided schools receive a small sum annually in consideration of their furnishing returns and submitting their schools to inspection. They have also the prospect of being brought on the list of stipendiary gurus in case of special merit, the opportunity of thus rewarding them being given by the withdrawal of the grants from the failures of the preceding year.

45. The district authorities claim for this plan all the merits of both schemes and none of their defects. Indeed it seems to me to possess many advantages. The monthly stipend, while it tends to secure permanence, is yet too small to make punctuality in payment a matter of the first importance, as it is when the stipend is the chief part of the guru's income. Under the Bankoora system the chief function of the Sub-Inspectors would apparently be, not so much to watch the gurus in order to discover whether they are earning their pay, as to help them in preparing pupils for the examination, by showing them the best methods

of teaching. The gurus have a much more direct interest in attending to such lessons than they have under the stipend system, which gives them little inducement to do more than secure their wages at the least trouble to themselves. The chief point of difference between the Midnapore and Bankoora schemes is that in the former the examinations and payments are public and held at centres by Sub-Inspectors and Committees; in the latter at each school by Sub-Inspectors only. The Midnapore scheme therefore gives less room for the great evils of favoritism in examination, and delay or fraud in the payments to gurus. The Bankoora plan, moreover, demands, and seems to receive, a large share of personal supervision from the District Magistrate. Mr. Larminie writes:—"During the year under report I examined a large number of pathsalas. I could not avoid observing the excellent tone that prevailed throughout. No listlessness was to be seen. All, masters and pupils, appeared anxious to do their best." And Mr. Rowe adds:—"The presence of the Magistrate and the personal interest he takes in the details of each little school that he comes across cannot but be an immense incentive to greater zeal. But in a heavier and larger district this factor of the plan would be wanting; and the advantage of the Midnapore scheme is that it entails so little work, when once started, on the Magistrate. All he does is to look over the total of the return-sheets for each of his 100 odd sub-centres, and but for making a remark here and there, and acting as referee in cases of difficulty, leaves the scheme to grow and go by itself."

The self-acting character of the Midnapore system is also insisted on by Mr. Harrison, who writes that having once started it his supervision is reduced to the slenderest proportions.

46. Mr. Rowe, who spent two months in Midnapore, reports that the best of the pathsalas were as well attended and as far advanced as in Burdwan or Hooghly, but that, as might be expected, the great majority were nothing like so ambitious; zemindari and mahajani accounts, the highest subject taught in a primary pathsala, being the exception rather than the rule. Still the interest taken in the examinations by the villagers and the boys, the vivid zest given to the work in school by the stir and publicity of the annual show-days, with their prompt payments in hard cash, and the searching way in which the scheme had already penetrated into remote villages and influenced the veriest hedge schools, had convinced him that on the payment-by-results system the primary allotment might become to the primary education of a district the "little leaven that leaveneth the whole lump." The only features of the scheme that show, in Mr. Rowe's opinion, a tendency to develop for harm rather than for good are—*first*, that the most advanced regions, like the most advanced pathsalas, are yearly getting a larger and larger share of the primary grant, and that the backward thanas, though *per se* progressing, are likely to get more and more out of the race; *secondly*, that the impetus given to primary education has reacted harmfully on secondary education. The smaller middle schools of Midnapore are, as a class, according to the Inspector's account, "poor in attendance and discipline, ill managed, and worse taught. Making all allowances for the prevalence of the fever, it seems certain that in the two districts, Midnapore and Bankoora, where primary education has been specially pushed by the local authorities, secondary education has proportionately retrograded; while in Burdwan middle schools continue to be numerous, well taught, and well attended." Mr. Harrison admits the decline of middle schools, but maintains that only "the unsound and gangrenous parts are cut away, leaving the sound parts sounder than before." Still it is clear that Sub-Inspectors have little time to spare for the supervision of middle schools, and also that the cash payments made to boys at the annual examinations offer a constant temptation to the pupils in the lower classes of middle schools to desert them for the pathsalas. In all districts, indeed, the improved pathsalas are prospering at the expense of middle schools, especially of weak middle schools.

47. Mr. Rowe's account of the condition of the pathsalas in Burdwan is worth notice:—

"In the district of Burdwan we have a striking example of what becomes of primary schools under the 'improving' system. It was here that the scheme of improved pathsalas was first introduced, and here that it has been most widely developed. The returns for this district show this year 4,842 pupils in 122 intermediate vernacular schools, most of which presumably were once pathsalas for the masses. These intermediate schools, which come under the head of secondary instruction, took nearly one-third of the allotment given for primary instruction in this district. I saw several of these pathsalas or schools, and was impressed with the flourishing state in which I found them; but I should certainly not call them schools for the masses, and I cannot think they have a right to so large a share of the primary allotment. They have in fact been 'improved' to a degree beyond the scope and range of an ordinary ryot's aspirations. I heard on more than one occasion complaints actually expressed by villagers that their pathsalas had left off teaching the useful rules of Subhankar's arithmetic and mahajani and zemindari accounts, and had taken to subjects which they did not care that their children should learn. Mr. Whinfield writes that where 69 per cent. of those under instruction belong to the lower classes and 50 per cent. are in the lowest stage of primary instruction, there are no grounds for renewing the accusation against Burdwan of being too indifferent to primary education. I do not think there has been indifference shown anywhere, but the state of education in Burdwan seems to be the natural and inevitable growth of the 'monthly stipend' system. The intermediate schools are good

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schools, but they are not primary schools; and the five-rupee pathsalas are good pathsalas, but they are expensive pathsalas."

If Mr. Whinfield's figures refer to pathsala pupils alone, they would hardly justify his position, but it appears that they refer to the pupils in all schools. As to 'mass schools,' the word has to be defined more accurately than is usual in these discussions before they can be used as a criterion of the education of a district. Still it is not doubtful that in Burdwan, as in some other districts, primary education is being improved to a perilous degree. The schools about which complaints were heard by the Inspector were probably intermediate schools, in which mahajani and zemindari accounts are not taught, and it is both an anomaly and a hardship that the primary grant should be so used as to deprive any village of primary education.

48. No system of payment by results appears to have been adopted in the Rajshahye division. In Dinagepore the Magistrate has adopted the plan of starting each school with a stipend of Rs. 3, to be increased to Rs. 4 after a year's work, and to Rs. 5 at the end of the second year. Very exact and definite rules have been put in force by Mr. Westmacott in order to guard against fraud and to secure punctuality in payment and thoroughness of inspection. During his cold-weather tour he is accompanied by the Deputy Inspector, and together they visit every pathsala in the district as a check on the Sub-Inspectors, whose chief duty is to start new pathsalas. Progress is slowly being made, and there is at any rate no possibility of the recurrence of those evils which so fatally affected primary education in Dinagepore two years ago. In Bogra the Magistrate has induced the District Committee to adopt the system of paying the gurus two annas a head for each regular pupil. It is not stated how regularity of attendance is to be determined.

49. In the Dacca division Mr. Webb reports that the system of payment by *visitation* results, as opposed to the Midnapore system of payment by *examination* results, has been generally pursued throughout the year, with the result of largely reducing the number of incompetent gurus, especially in the districts of Backergunge, Dacca, and Mymensingh. The stipend of the guru is increased, diminished, or kept unaltered, according to the report of the Sub Inspector upon the efficiency of the pathsala at his periodical visits. The possibility of extending education under this (or any stipendiary) method lies in the efforts which outside pathsalas may make to be brought within the circle of aid, and also in the reduction of the rate of stipend so as to cover a larger area. Mr. Webb, however, proposes, and Mr. Peacock supports the proposal, largely to reduce the number of stipendiary pathsalas, and to apply to all outside that circle the Midnapore system of an enlistment fee of one rupee per quarter, supplemented by rewards after examination. Mr. Webb would confine stipends to the best pathsalas of a district, making it the aim of all to get within this favoured group. Mr. Peacock, on the contrary, would confine them to those that were newly aided, or that in other ways needed support.

50. In each of the two districts composing the Chittagong division the system introduced in the previous year was retained. In the Chittagong district the stipends were reduced to a dead level of Rs. 3, and a reward fund, for boys and gurus, created from the surplus. In the past year, however, the reduction of the grant made it impossible to continue the rewards to boys, and certificates were substituted. The centres at which examinations for rewards were held were reduced from 7 to 5, and the sub-centres from 70 to 25. Boys are admitted in any numbers to the sub-central examinations. Those gaining a certain proportion of marks (the proportion being one-third for pupils of aided, and one-fifth for pupils of unaided pathsalas) are then admitted to the central examinations, on the result of which the primary scholarships, one for the first boy at each centre, and the money prizes, are awarded. The system, however, is said to be unattractive to the most competent gurus, who complain of the rewards as being uncertain and trifling in amount.

51. The Noakholly system relies chiefly on organization and control. The pathsalas are divided into groups of from three to six each, and the best guru in each group is made circle guru, or supervisor of the rest. They thus support each other; and in the not infrequent case of a pathsala breaking down, the pupils can be temporarily transferred to the nearest of the group. The circle guru, who also looks after the teaching of the other pathsalas, gets a reward of one rupee for each pupil in the circle who passes the primary scholarship examination.

52. In the Hill Tracts and the Cox's Bazar sub-division of Chittagong the plan followed in British Burmah, of rewarding the monastery schools, was introduced in the previous year and continued during the year under report, though no great extension of the system can be recorded. The Inspector writes:—"Education by means of the kyoungs or Buddhist monastic schools seems to be more hopeful of success. Twenty-nine kyoungs and 308 pupils were examined by the Deputy Inspector with the help of the kyoung examiners in January and February, against 23 kyoungs and 331 pupils of the year previous. Owing to the outbreak of cholera in those months the attendance at the kyoungs was much below the average. Sixty-three pupils from 22 kyoungs passed in the 1st standard of language, and 5 pupils passed in the 1st standard of arithmetic. Only one boy passed in the 2nd standard of language, and none in the 2nd standard of arithmetic. Rewards in books to the amount of Rs. 70 were distributed to the successful pupils, and Rs. 140 in money to the Raolis or

monastic teachers, whose religious scruples to cash seem on this occasion to have been got over. Of the kyoungs examined, only 3 with 43 pupils properly belong to the Hill Tracts; the rest are situated in the Cox's Bazar sub-division."

53. In the division of Patna the system of payment by classification has been continued throughout the year. Standards of excellence having been determined, schools are ranked according to the standard reached, and paid a fixed grant so long as they remain in the class corresponding to the standard. The classes are in some districts three in number, in others four or five. The Inspector, however, has now put forward a plan for removing, either at once or gradually, the stipends of all pathsalas except those in the first (or most advanced) class. His object is to sacrifice concentrated inspection to diffused encouragement, and his reasons are—(1) that in the Patna division, as elsewhere, the aided schools form but a small proportion of the whole number; (2) that without better provision for training gurus than we now possess we cannot improve our aided schools to a point that justifies the exclusion of all others from the system. He condemns the method of payment by classification on two grounds. It fails because we cannot really train our teachers after any useful fashion; and again it fails because we only change our stipend-holders from time to time, and do not really pay by results. The scheme which he proposes to substitute for that now in force contains the following points:—

(1) To invite returns from unaided pathsalas, promising one rupee per return annually; the returns to be given in through gurus of aided pathsalas to Sub-Inspectors of schools. The Sub-Inspectors would thereupon visit the school and pay the reward if the return was found to be correct.

(2) To give stipends only to intermediate and class A pathsalas; those given to classes B and C to be constituted into a general reward fund for all pathsalas submitting to examination. The examinations to be held half-yearly by Deputy and Sub-Inspectors, and tiffin-money to be given at the rate of one pice for each boy and one anna for each guru.

(3) The pathsalas to be ranged into circles, each under a chief guru, who should, whenever possible, be the guru of a stipendiary or advanced pathsala. He would be a means of communicating with other gurus, of paying them, and of inspecting and teaching them, and would have some share in the rewards they earned.

54. With the exception of the districts of Gya and Shahabad, I cannot say that I have been altogether satisfied with the working of the system of classification in Behar. Its object is to supply gurus with the two motives of fear and hope—the fear of being degraded or removed from the aided list in case they show no signs of improvement, and the hope of rising into a higher class, and thereby getting increased pay, in the opposite case. In Eastern Bengal this system has worked well because of the wider spread of education among the class from which gurus are taken. But in Behar not only is a guru generally unable to improve himself, but if on this account he is deprived of his stipend he must often be replaced by an equally incompetent man. The gulf between the ordinary pathsala education and the school education has been wider in Behar than elsewhere, chiefly because the difference between the written and the printed characters is wider than elsewhere. It so happens that Nagri has been selected for the printed character of the school books used in Behar and Upper India, while the pathsalas read only Kaithi. Hence there is no common ground connecting the education of the pathsala with that of the school. In Bengal, on the other hand, the best written character of the pathsalas in no way differs from the printed character of the school books; the transition to book reading is an easy one; and the indigenous guru class supplies abundant material from which improved teachers can be selected or produced. The efforts of some of the officers in Behar have been for the last two years directed towards the recognition and improvement of the Kaithi character as a medium of school and pathsala instruction. In communication with Mr. Nesfield, the late Director of Public Instruction in Oudh, who has had the same objects in view, one standard form of Kaithi character has been adopted for both provinces. In selecting the standard character from among the many varieties current in different districts two objects have been kept in view: to choose those forms which are in most common use, and will therefore be most readily accepted by the people; and to bring them by slight modifications into somewhat nearer resemblance to the Nagri character, from which they are derived. At the same time the distinction between long and short vowels has been introduced, and other faults or omissions, due to the persistent neglect of Kaithi by the literary class for many generations, have been corrected. In the Kaithi character thus improved copy-slips have been lithographed at Lucknow, containing the alphabet, the numerals, and easy words and sentences, and these are being introduced into the pathsalas of Behar. A primer has been printed in the same character, and measures are now being taken to introduce it as a preparatory step to the Nagri Reader, which has been in use hitherto. By these means it is hoped that the distance between pathsala and school instruction may be in some measure narrowed.

55. The training schools of Behar, small as their success has been, have attempted to bridge the gulf in a more direct, but necessarily a more limited, way. The guru was too entirely ignorant of the Nagri character to learn much during the short time that he spent

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in the normal school; and while his attainments, judged by themselves, were of no value, yet on his return to his pathsala they occasionally tended, especially in North Behar, to arouse suspicion and hostility in the minds of an ignorant peasantry. Still, wherever the new subjects could be introduced without opposition one signal advantage was gained: the pupils were brought within the sphere of a liberal education; and however small their actual progress might be, they exchanged the narrow range of the pathsala for a wider horizon. Their steps were on the forward path, and there was hope for some of them in the future. For this reason, I do not decry, as utterly as Baboo Bhoodeb Mookerjea does, the pathsala education hitherto given in Behar. But it cannot be denied that there is room for improvement, and much room for extension. The introduction of the new Kaithi Readers will, it may be hoped, enable the indigenous pathsalas (which Baboo Bhoodeb, long accustomed to such work, estimates at thousands in the division of Patna alone) to connect themselves with our system of education, and gradually to rise to a higher standard through the mere incentive of reward. Mr. Harrison has shown what can be done in this way by spontaneous effort when there is no impassable gulf between the two systems of education. Out of the 2,539 pathsalas in Midnapore examined in 1877 no less than 1,890 have spontaneously introduced printed books. In the same way, even though rewards should be offered in Behar for proficiency in Kaithi and the country subjects alone, it might well follow that in course of time the results of such a system might be better in quality than now, and spread over a larger area.

56. In the Bhagulpore division the system of payment by classification was in force throughout the year. The Commissioner, however, is anxious to introduce the new plan of payment by results as proposed by the Inspector. Under his orders a census of the unaided schools was taken in February last. The police, the putwarees, the teachers, and the inspecting officers, all took part in the work, which has resulted in the discovery of close upon 1,500 pathsalas in four districts of the division; those from the Sonthal Pergunnahs not having been received. The details are here given:—

Districts.	Number of pathsalas, maktabs, madrissas, and tols							Number of pupils					
	Teaching Kaithi.	Teaching Nagri.	Teaching Urdu.	Bengali.	Teaching Sanskrit.	Teaching Persian	Total.	Learning Kaithi only.	Nagri only.	Urdu, Persian, and Arabic.	Bengali.	Sanskrit.	Total.
Monghyr	343	...	...	...	...	179	522	4,004	...	1,206	...	...	5,210
Bhagulpore	323	...	...	1	5	105	434	3,478	...	862	8	74	4,422
Maldah	...	...	...	182	...	19	201	...	...	197	2,550	...	2,747
Purneah	222	...	...	43	4	72	341	2,006	...	659	408	65	3,138
Total ...	888	...	...	226	9	375	1,498	9,488	...	2,924	2,966	139	15,517

Arrangements were also made for getting from these unaided pathsalas (and from others subsequently discovered) the usual departmental returns. Out of 18,234 pupils 2,947 could read—not necessarily printed books. Of these pupils 76 per cent. belonged to the lower classes, which is below the average even for unaided pathsalas. The income of each guru was Rs. 27 nearly.

57. It will be observed that not a single pupil in any unaided pathsala learns Nagri. Further, as the Inspector constantly remarks, as soon as a pathsala ceases to be aided it drops the teaching of Nagri. The immediate results of the new system, if introduced, might therefore be expected to be—*firstly*, a very large increase in the number of schools that come within the range of Government influence; but *secondly*, a rapid change in the character of the teaching by the removal of Nagri and European arithmetic. Contrast such a result with what has actually been witnessed during the past year. The area of Government education has been contracted owing to financial causes, which are, it is hoped, accidental and temporary. On the other hand there has been a remarkable improvement in the status of the pathsalas. Of all the pathsalas in four districts of the Bhagulpore division at the close of 1876 (Maldah being excluded, as the system of classification was then unknown), 88 were in class A, 221 in class B, and 636 in class C. At the close of 1877 the numbers were 110 in class A, 307 in class B, and 215 in class C. It is evident, therefore, that the removal of stipends from all pathsalas in classes B and C would put a sudden stop to progress, which has hitherto been considerable. If it were not for my hope that the introduction of a Kaithi primer among the unaided pathsalas may form a second bridge across the gulf that separates the two systems of education, the mere extension of Government supervision without the prospect of improvement would not reconcile me to a change of so vital a character. "Time will show," writes the Inspector, "whether or not, and to what extent, improvements will be effected by such means. If the inspecting officers understand their work and are not eager to report results, I trust that the unaided pathsalas will improve up to a certain point under the treatment now adopted for them."

58. The circle system seems to be one of the most valuable portions of the new scheme. The re-introduction of it in this form was suggested to the Inspector by his central examinations, to which unaided pathsalas, as well as aided, came. "It seemed on those occasions to be no very difficult matter to establish some kind of more permanent connection betwixt the aided and the unaided pathsalas—a connection that must conduce more particularly to the advantage of the latter. Under a system of indiscriminate gatherings of the pathsalas, aided and unaided, they naturally ranged themselves into groups, and it was quite easy, under such circumstances, to constitute the most forward of the gurus found in each group its head or chief, and to make it his interest to afford help, and that of the subordinate gurus to receive help, from him in doing what might be suggested from time to time with a view to improvement.

"This is the new arrangement which has been introduced during the year in four out of the five districts which constitute the Bhagulpore division. Properly speaking it is no scheme: it is only the natural outcome of what had been doing previously in the way of pathsala improvement; for after a certain number of pathsalas had improved they ought naturally to become models for other pathsalas near them to follow. The arrangement made in Bhagulpore is only to bring about somewhat expeditiously this natural outcome and nothing more. The system grew out of the materials which existed in the districts in the shape of improved and unimproved pathsalas. It grew out just at the time it did because just then a system of examinations, common to both the aided and the unaided pathsalas, had been carried out, and it grew out also just then because at that time Government, having called for a larger diffusion of pathsalas in every district, every district found that all, or nearly all, of its resources had been laid out on a certain number of stipendiary pathsalas, whose numbers could not be increased without more money, which, however, was not to be had."

59. In Chota Nagpore the system of payment by classification is in force. No scheme for the improvement of the pathsalas will work of itself; and Mr. Garrett reports that the system succeeds well where the Sub-Inspectors are active. In Manbhoom a system of rewards has also been put in force, thus bringing an increased number of pathsalas on the aided list. The Inspector writes:—"This is the first attempt made in Chota Nagpore at introducing a payment-by-results system strictly so called. In Lohardugga and Hazareebagh there was a careful grading of the monthly stipend according to the improvement or falling off of pathsalas, subject to certain considerations of locality, poverty, and the like; and even in Singbhoom the authorities have been careful, wherever possible, to give most to the most deserving. But the plan now beginning to be tried in Manbhoom is virtually the Midnapore system—that is to say, gradually more and more of the monthly grants are to be withdrawn to give place to varying rewards; the merits of pupils and gurus are to be tested at an annual examination to be conducted at as many centres as possible; schools must show a certain permanency, and a minimum of attendance for a period of six months at least, before being eligible for the rewards, and so on."

60. In Orissa three different systems are in force. In Cuttack district there is the system of fixed payments, revised annually according to the results of inspection and examination; in Pooree, fixed stipends supplemented by rewards; and in Balasore, monthly stipends for a few, and the new system of rewards after examination for all other pathsalas in the district. The Midnapore system has been adopted in Balasore with no important alteration. When it is said that the number of pathsalas has increased from 189 to 1,443 it must be understood that there has been no real extension of education in any sense, but that so many additional pathsalas have enrolled themselves for future examination. It is probable that some or most of these may come up for examination in due course, and that many are consequently preparing themselves specially for the test; but it is premature to speak in definite terms of a movement the bearing and results of which cannot be known until the first examination has been held.

61. *Primary Scholarship Examination.*—The standard fixed for this examination is the following:—

	Marks.
I.—Handwriting	50
Manuscript reading	50
Reading and explanation of Bodhoday	100
II.—Arithmetic, the four rules, simple and compound	75
Subhankari	75
III.—Bazar accounts	50
Zemindari	50
Simple mensuration	50
Total	500

Candidates gaining one-fourth of the marks in each group and two-fifths of the aggregate marks were to be arranged in lists for each district, and the scholarships to be awarded to the highest candidates in these lists; but the District Committees were allowed to give a preference to boys from backward parts of the district.

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62. The returns of this examination are not quite complete, and in some districts it appears that the successful candidates were not classified. The table is appended

Primary Scholarship Examination, 1876-77

Commissioner's Division	Number of Schools which sent competing candidates				Number of candidates who competed	Number passed in the—				Number gained scholarships	Remarks
	Government.	Aided	Private	Total.		First division.	Second division	Third division.	Total		
1 Presidency	.			.	1,504				454*	39†	* Excluding Jessore † Nuddea and Jessore only
2 Burdwan ..	.	981	68	1,049	2,634	..			1,102	64	
3 Rajshahye ..	3	341	51	385	1,192	153	168	208	637‡	55	‡ 108 of the passed candidates were not classified
4 Dacca		514	18	532	1,529	133	233	242	608	56	
5 Chittagong	.	154	8	162	419	154	46	4	204	13	
6. Patna .				389	2,310	404	461	341	1,206	61	
7 Bhagulpore	..		.	118	521	64	43	29	262§	39	§ 126 of the passed candidates were not classified
8 Chota Nagpore ..	.	241		241	781	71	311	15	397	27	
9 Orissa ..	1	231	2	234	572	269	71	36	376	32	
Total ..	4	2,452	147	3,110	11,462	1,248	1,333	875	5,246	386	

In the divisions of Burdwan, Patna, and Orissa, there has been an increase both in the number of candidates and in the number passing; in the Dacca division a decrease in both Chittagong, with fewer candidates, has passed more Returns for the other divisions were not given in the report for last year. In the district of Bhagulpore the practice of awarding scholarships otherwise than by examination, which was noticed in the Government resolution on the last annual report, appears to have been repeated; seven out of ten scholarships having been given away on the nomination of the Deputy Inspector and the sub-divisional officers. Throughout Bengal the severity of the test is declared to have been much greater than in the previous year. Many of the best schools of that year, it must also be remembered, are now disqualified for primary scholarships. The enforcement of the limit of age, 11 years, has further reduced the number of candidates. Hence, while the absence of a uniform standard makes it impossible to compare district with district, the fluctuation of standard has made it equally impossible to compare the results of one year with those of another. It appears almost certain, however, that there has been a great advance.

63. Out of 11,462 candidates 5,246 passed and 386 gained scholarships. Although many district officers are urgent in demanding more primary scholarships, the number now given is quite sufficient to enable all the specially gifted sons of ryots in Bengal to rise to that station for which their natural endowments may fit them. But then we do not know who the children are that generally win these scholarships. We know that the pathsalas have been drawing off the lower classes of middle schools in large numbers, the primary scholarship being the sufficient attraction, and it is most probable that these furnish the candidates who are most successful at the examination. In the Patna division it was discovered that very few of the primary scholarships were gained by the real lower classes, the Brahmans and Kaiths taking the lion's share. In one of the districts of the Rajshahye division it is mentioned with pride that a weaver's son gained a scholarship; in Bankoora a milkman's son. But I believe that they mostly fall to the lot of those who would have read in middle schools without such help, and that this was not the object of their institution. Some of the primary scholars in the Presidency division have lately been, through the neglect of their head masters, kept out of their scholarships for six and seven months together without any complaint reaching the Inspector's ears: it is probable that these boys belonged to the comfortable classes. When scholarships were awarded by nomination, imperfect as that system was, it was possible to avoid this danger; and a large discretion might even now be usefully exercised. Some of the earliest of the primary scholars must now be reading in higher class schools and approaching the Entrance examination; and it will be interesting to inquire how many of the scholarships are now carrying on the right class of students to their true goal—the B.A. examination. The cost of the primary scholarships for the past year was Rs. 18,925.

64 To a certain extent similar remarks apply to the 5,246 candidates who passed the examination. Probably as many of them belong to the 20 per cent. middle class pupils of the pathsalas as to the 80 per cent. of the lower classes. Still, whatever deduction is made on this account, a sufficient remainder will be left to prove that sound primary instruction is making its way among the lower classes. For every boy that passes the standard many more will be approaching it. There is, however, a special danger, on which the Inspector of the Presidency Circle writes at some length, in unduly forcing up the scholarship standard:—

"Pathsalas are being everywhere metamorphosed into little schools, all tail. As I go around my circle, I am obliged to reiterate the injunction to the Sub-Inspectors not to trouble themselves about the two or three scholarship boys whom the teacher puts forward and whom the Sub-Inspector finds it the pleasantest work to examine, but to take that very long tail to that very small head, and to try and find out whether the teacher is really teaching these little fellows anything. Until this year I was not so fully aware of the general condition of the primary schools." The remedy that Mr. Garrett finds for this state of things is to frame a system of payment by results, which shall ensure the diffusion or lateral growth of primary instruction as the scholarships ensure its intensity and growth upwards.

65. In the Presidency division (as in most others) the examination was held at the head-quarters of each sub-division. In some districts the same questions were set on the same day to the candidates at all centres; in others the examinations were held on different days with different questions. In Nuddea two scholarships were assigned beforehand to each sub-division independently of its advancement; and candidates attended from 251 pathsalas out of 338—a remarkable proportion. In Moorshedabad, notwithstanding the excellence of its schools, the strictness of the test was such as to allow few candidates to pass. In Jessore one scholarship was given to a girl. In Beerbhoom all the candidates had to present themselves at Sooree. In the Hooghly district boys from the aided pathsalas were found far superior in the old pathsala subjects to those from the unaided. Throughout the Dacca and Chittagong divisions the examinations for each district were held at sub-divisions on the same day, and by the same papers; the answers being examined by a central board appointed for the whole district. In Tipperah three girls passed and one obtained a scholarship, standing first on the whole list. Backergunge and Noakholly showed a serious loss in the number of candidates owing to the calamities of the year In Sarun district no examination was held, except at the head-quarters of the Sewan sub-division; in Maldah, at the sudder station only. Throughout Chota Nagpore a systematic examination was held at different centres in each district. In Singbhoom three Hos won scholarships.

66. For purposes of record I append brief statistics of the progress of primary schools in each division and district of Bengal.

67. In the Presidency division the advance in the standard of primary education is almost startling. With the exception of certain tracts in Nuddea and the 24-Pergunnahs, the pathsalas are said to be in process of conversion into schools, and to be attended more and more exclusively by the well-to-do classes. There has been a loss of 524 aided schools with 16,595 pupils. Intermediate vernacular schools number 359. Large numbers of unaided schools have been tabulated.

In the 24-Pergunnahs aided schools have declined from 784 with 27,138 pupils to 707 with 25,404 pupils; unaided schools have increased from 373 to 504. Intermediate schools number 68.

In Nuddea aided schools have fallen from 627 with 19,831 pupils to 338 with 10,332 pupils; unaided schools have increased from 88 to 249. Intermediate schools are 103. The principle of sub-divisional independence is carried out somewhat completely in this district. The management of pathsalas through village punchayets is being successfully worked in Chooadanga by Mr. Skrine. Their chief function is to fix the rate of fees and enforce their payment, to induce parents to send their children to pathsalas, and to keep a check on the guru.

In Jessore aided schools have fallen from 370 with 12,331 pupils to 288 with 9,424 pupils; unaided schools from 241 to 230. Intermediate schools, 116.

In Moorshedabad aided schools have fallen from 335 with 8,652 pupils to 254 with 6,220 pupils; unaided schools have advanced from 70 to 92. Intermediate schools number 72. The Moorshedabad pathsalas have departed most widely from the original type. They are "excellent little schools, mainly attended by the middle classes."

68. In Calcutta aided schools have advanced from 47 with 2,470 pupils to 69 with 3,370 pupils. No returns are given of unaided schools, while last year 28 schools with 1,078 pupils were returned. There has been an apparent loss, then, of 16 unaided schools and 148 pupils. In reality many new primary schools are springing up in different parts of Calcutta.

69. In the Burdwan division we have the two best examples of the rival schemes of primary instruction, in the larger improved pathsalas of the Burdwan district on the one hand and the petty indigenous pathsalas of Midnapore on the other.

There has been a gain in the whole division of 47 aided schools with a loss of 982 pupils, while as many as 1,254 unaided schools with 26,517 pupils are returned for 231 schools and 4,128 pupils in the preceding year. There are 268 intermediate schools.

In Burdwan district aided schools have declined from 566 with 19,732 pupils to 451 with 15,153 pupils; unaided schools have increased from one with 19 pupils to 584 with 13,657 pupils. Intermediate schools number 117.

In Bankoora aided schools have fallen from 197 with 6,684 pupils to 188 with 6,021, and unaided schools have increased from 53 with 1,347 pupils to 221 with 4,989 pupils. Intermediate schools number 27. The pathsalas in the backward parts of the district, where there are few middle schools, are showing a strong tendency to rise above their standard.

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In Beerbhoom aided schools have fallen from 252 with 7,601 pupils to 182 with 5,606 pupils; unaided schools have risen from 72 schools with 1,087 pupils to 149 with 2,906 pupils. Intermediate schools number 33. This year some of the pathsalas under old untrained gurus again beat the improved pathsalas, carrying off three of the eight scholarships and repeating their success of the preceding year.

In Midnapore aided schools have risen from 2,275 with 43,926 pupils to 2,571 with 51,532 pupils; unaided schools have risen from 68 with 979 pupils to 260 with 3,898 pupils. Intermediate schools number 48.

In Hooghly aided pathsalas have declined from 279 with 9,502 pupils to 223 with 7,751 pupils; unaided schools rose from 29 with 545 pupils to 40 with 1,067 pupils. Intermediate schools number 43.

70. In the Rajshahye division some of the old questions which no longer attract attention in the Presidency and Burdwan divisions are still discussed in a languid way. Such questions are—"Do the aided gurus get less from the people than the unaided gurus?" and "Are D and E pathsalas any longer distinguishable?" This survival of some of the earlier doubts is a sort of measure of the interval between this division and the two others in the progress of primary instruction. Aided pathsalas declined from 1,455 with 34,439 pupils to 930 with 23,917 pupils, while only 32 additional unaided schools are tabulated. There are 145 intermediate schools. It has to be kept in mind that the division lost the Maldah district during the year.

In district Rajshahye aided schools have declined from 254 with 7,215 pupils to 178 with 5,483 pupils, and unaided from 26 with 692 pupils to 21 with 532 pupils. Intermediate schools are 35. Dissatisfaction with this state of things is modified when we learn that one cause of the decline was the rise of the juvenile labour market owing to the sudden improvement in the silk trade, the great industry of the district.

In Dinagepore aided schools have declined from 214 with 4,341 pupils to 190 with 4,549 pupils; unaided schools have increased from 12 with 250 pupils to 50 with 965 pupils. Intermediate schools are 22. The district is still a long way from the 358 schools which the Magistrate wishes to have opened, but all that it has included in its returns are at least real and not merely creatures of the Sub-Inspectors' imagination. Dinagepore stands alone in having Mahomedan pupils in the primary schools in a proportion larger than that borne by Mahomedans in the population. While Mahomedans are to Hindus as less than 8 : 7, Mahomedan pupils are to other pupils in the primary schools as more than 3 : 2.

In Rungpore aided schools have come down from 475 with 9,174 pupils to 283 with 6,398 pupils; unaided schools have increased from 1 to 11. Intermediate schools number 20. Mahomedans are as 3 : 2 in the population, and in nearly the same ratio in primary schools.

In Bogra aided schools have declined from 89 with 2,291 pupils to 58 with 1,651 pupils; unaided schools have increased from 7 to 12. Intermediate schools are 8. Mahomedans are as 4 : 1 in the population, and as 8 : 3 in primary schools.

In Pubna aided schools have declined from 217 with 6,656 pupils to 133 with 4,209 pupils; unaided schools have increased from 14 with 374 pupils to 16 with 513 pupils. Intermediate schools number 8. More than half the pupils are Mahomedan, while in the whole population Mahomedans number as many as 70 per cent.

In Darjeeling aided schools have declined from 31 with 641 pupils to 7 with 122 pupils. No unaided schools have been returned. Intermediate schools are 2. This district belongs to the same category in regard to education as the backward parts of Chota Nagpore.

In Julpigoree aided schools have declined from 85 with 1,351 pupils to 61 with 1,098 pupils; unaided schools from 37 with 1,006 pupils to 30 with 654 pupils. Intermediate schools are 6.

71. In Dacca division aided primary schools have declined from 1,242 with 38,621 pupils to 1,029 with 31,419 pupils; on the other hand, 511 schools are tabulated as unaided against 189 in the preceding year. Intermediate schools are 170. The tendency of the pathsalas throughout the division is unmistakeably to rise, and the complaint can no longer be made that there is any inclination on the part of Magistrates and inspecting officers to keep down the standard. The catastrophe in Backergunge retarded progress considerably.

In the Dacca district aided schools have declined from 219 with 7,468 pupils to 210 with 6,686 pupils; unaided schools have increased from 74 with 3,088 pupils to 191 with 5,515 pupils. Intermediate schools are 33.

In Furreedpore aided schools have declined from 228 with 7,125 pupils to 210 with 7,002 pupils; unaided schools have increased from 36 with 958 pupils to 81 with 2,254 pupils. Intermediate schools number 24.

In Backergunge aided schools have declined from 275 with 8,837 pupils to 165 with 5,046 pupils; unaided schools have declined from 155 schools with 3,994 pupils to 152 with 3,739 pupils. Intermediate schools number 41. While considerable improvement has taken place in the pathsalas of the north of the sudder sub-division, the progress that was being effected in the sub-divisions of Dukhin Shabazpore and Patuakhally has been retarded for some time to come by the cyclone and its disastrous consequences.

In Mymensingh aided schools have declined from 262 with 7,604 pupils to 247 with 6,091 pupils; unaided schools have also fallen from 27 with 850 pupils to 23 with 556 pupils. Intermediate schools number 26.

In Tipperah aided schools have declined from 258 with 7,587 pupils to 197 with 5,784 pupils; unaided schools have risen from 14 with 375 pupils to 64 with 1,460 pupils Intermediate schools are 46. The zemindars of this district are doing much to promote primary education—a most healthy sign.

72. In the small division of Chittagong the cyclone and storm-wave, with the cholera that followed, have affected the progress of education even more seriously than in Backergunge. Notwithstanding, aided schools have only declined from 332 with 10,485 pupils to 287 with 7,620 pupils, while unaided schools have increased from 52 to 61. Intermediate schools number 50.

In Chittagong district aided schools have declined from 173 with 5,368 pupils to 117 with 3,659 pupils; unaided schools have risen from 15 with 444 pupils to 17 with 729 pupils. Intermediate schools number 38.

In Noakholly aided schools have increased from 154 with 5,078 pupils to 167 with 3,936; unaided schools from 14 with 399 pupils to 15 with 356. Intermediate schools number 12 The remarkable decrease in the average number of pupils in each pathsala is probably due to the disaster which befel the district last October.

In the Hill Tracts aided schools have fallen from five to three. The unaided kyoungs rose from 23 to 29; they received rewards. There are no intermediate schools.

73. In Patna division there was a loss of 586 aided schools and 13,832 pupils, while the unaided increased from 154 to 235. There are 159 intermediate schools. The Inspector estimates the numbers of unaided schools in the division at 5,000, over rather than under; but in the absence of a methodical census this is only a guess.

In Chumparun aided schools have declined from 197 with 5,283 pupils to 154 with 3,976 pupils. No unaided schools are tabulated, but the Inspector estimates the number roughly at 300. Intermediate schools number 14. The pathsalas are very unstable in this district.

In Sarun aided schools have declined from 333 with 7,300 pupils to 219 with 4,965 pupils; unaided schools are returned as 149 with 1,714 pupils, against 64 with 885 pupils in the preceding year. The Inspector, however, estimates the number of unaided schools at 800 Intermediate schools number 20. The Deputy Inspector remarks, on what evidence I know not:—"I am of opinion that most of the untrained teachers of pathsalas are superior to those brought up in our third-class normal schools and sub-divisional training-classes."

In Shahabad aided schools have declined from 319 with 7,237 pupils to 154 with 3,274 pupils; unaided schools have also declined from 42 with 729 pupils to 28 with 511. Here also the Inspector estimates 800 as nearer the true number. Intermediate schools number 24. The pathsalas are the most advanced of any in the division.

In Gya aided schools have declined from 359 with 9,058 pupils to 208 with 5,246 pupils; unaided schools are not returned at all, though the Inspector's estimate is again 800. Intermediate schools are 34. The substitution of competent for incompetent teachers has been largely and successfully carried out.

In Patna aided schools have declined from 250 with 7,545 pupils to 206 with 5,565 pupils; unaided schools have risen from 46 with 715 pupils to 56 with 914 pupils, while the Inspector estimates 700 as about the number. Intermediate schools number 30. The pathsalas are in a healthy condition, due to the supervision of punchayets.

In Mozufferpore aided schools have declined from 283 with 6,590 pupils to 218 with 4,838 pupils; only two unaided schools are returned, though the Inspector thinks there cannot be fewer than 1,000 in the district. Intermediate schools number 20. The pathsalas are in a very backward state.

In Durbhunga the aided schools have declined from 228 to 224, while the pupils have risen from 4,890 to 6,209; unaided schools are not returned; the Inspector estimates that there are at least 500 in the district. Intermediate schools are 17. The pathsalas are rapidly rising, owing to the close attention which the Magistrate gives them. They are under supervision of the village punchayets.

74. In Bhagulpore division aided schools lost 237 schools and 10,459 pupils, while unaided schools increased from 202 to 1,741. Intermediate schools are 132. During the year a census in Monghyr, Bhagulpore, and Purneah, brought to light 1,498 unaided schools. The Inspector estimates that this is short of the reality by at least 500.

In Monghyr aided schools have declined from 248 with 7,356 pupils to 179 with 5,100 pupils; unaided schools have risen from 29 with 310 pupils to 702 with 7,051 pupils. Intermediate schools are 48. "Most of the C pathsalas," writes the Deputy Inspector, "are but little more improved than the indigenous schools." But the general advancement of primary education is great.

In Bhagulpore aided schools have declined from 290 with 5,864 pupils to 185 with 3,420 pupils; unaided schools have risen from 30 with 731 pupils to 366 with 3,134 pupils. Intermediate schools number 59.

In the Sonthal Pergunnahs aided schools declined from 232 with 5,081 pupils to 182 with 4,742 pupils; unaided schools are returned as 468 with 5,102 pupils, none having been returned in the preceding year. There are no intermediate schools. It is remarkable that many of these unaided pathsalas, "discovered" now for the first time, were found to be

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using printed books and teaching European arithmetic. The district shares in the characteristics of Bengal rather than of Behar.

In Maldah aided schools have declined from 90 with 2,770 pupils to 61 with 1,579 pupils; unaided schools have risen from 11 with 294 pupils to 121 with 1,810. There are 15 intermediate schools. This district suffered severely during the year from epidemic fever.

In Purneah aided schools have declined from 224 with 5,571 pupils to 150 with 3,572 pupils; unaided schools have also declined from 146 with 1,722 pupils to 84 with 1,137 pupils. There are 10 intermediate schools. It is supposed that many of the pathsalas from which aid was withdrawn have "revived at their old sites after remaining closed for a time." The pathsalas are steadily advancing and fee-payments continue to be exceptionally high.

75. In Orissa division aided schools have advanced from 789 with 15,911 pupils to 1,912 with 28,432 pupils, while 34 unaided schools with 1,100 pupils are returned against a blank in the preceding year. There are 91 intermediate schools. The divisional and district reports do not explain in what way so large a number of pathsalas was suddenly brought to light, or why none of them had appeared as unaided schools in the reports of previous years.

In Cuttack the aided schools have declined from 434 with 7,671 pupils to 261 with 5,132 pupils; unaided schools are 8 against a blank returned in the preceding year. Intermediate schools are 27.

In Pooree aided schools have risen from 168 with 3,466 pupils to 210 with 4,255 pupils. Unaided are 76 with 977 pupils, against a blank returned in the preceding year. Intermediate schools number 23.

In Balasore aided schools have risen from 168 with 3,466 pupils to 1,446 with 19,045 pupils; no unaided schools are returned. Intermediate schools number 41.

In the Tributary Mehals primary schools have risen from 77 to 101, and the pupils from 2,899 to 3,147.

76. In Chota Nagpore division aided schools have declined from 713 to 675, that is there has been a loss of 38 schools with 2,126 pupils; unaided schools have risen from 55 to 153. Intermediate schools number 52. The great difficulty is still in providing the Kol villages with Kol teachers, it being impossible to depend on the Hindu gurus to bring the Kol children into the schools.

In Manbhoom aided schools have increased from 222 with 6,018 pupils to 242 with 6,148 pupils; unaided schools are 83 with 1,479 pupils, against none last year. Intermediate schools are 20.

In Hazareebagh aided schools have declined from 198 with 4,074 pupils to 164 with 3,397 pupils; unaided schools are not returned, though a census during the year gave 231 schools with 2,464 pupils. Intermediate schools number 15. The management of pathsalas by village punchayets has been successfully tried.

In Lohardugga aided schools have risen from 214 with 5,609 pupils to 218 with 5,344 pupils, and unaided schools from 55 with 948 pupils to 63 with 1,449 pupils. Intermediate schools are 3.

In Singbhoom aided schools have declined from 79 with 3,557 pupils to 51 with 2,240 pupils, while 7 unaided schools are returned against none in the preceding year. Intermediate schools number 14.

77. The following table sums up for reference the detailed statistics of all Government and aided primary schools, and of all schools aided from the circle and primary funds:—

Primary and Circle Schools and Pathsalas, 1876-77.

Description of schools.	Number of schools.	Number of pupils on the rolls on 31st March 1877.	Average monthly roll number.	Average daily attendance.	Christians.	Hindus.	Muhammadans.	Others.	Expended from Government.	Expended from local sources.	Total expended.
									Rs. A. P.	Rs. A. P.	Rs. A. P.
Government Primary ...	16	399	356	279	.	164	79	156	1,585 12 3	142 0 6	1,727 12 9
Grant-in-aid Primary ..	264	7,913	7,155	5,774	1,121	3,964	1,159	1,609	12,655 0 7	18,832 12 6	31,487 13 1
Ditto Night ...	21	553	533	367	...	358	195	.. ..	1,369 7 8	1,739 1 4	3,108 9 0
Total .	285	8,466	7,688	6,141	1,121	4,322	1,354	1,609	14,024 8 3	20,571 13 10	34,596 6 1
CIRCLE SCHOOLS—											
Middle Vernacular	107	4,941	4 660	3,380	1	4,516	420	4	11,858 1 8	6,277 7 9	18,135 9 5
Intermediate ditto ..	88	3,511	3,177	2,527	...	2,756	741	14	6,205 12 0	4,686 3 3	10,891 15 3
Primary ditto	118	4,310	3,929	3,212	..	3,260	1,050	....	6,865 6 8	5,782 14 9	12,648 5 5
Night ditto ...	3	60	56	46	..	57	3	. ..	114 0 0	72 0 0	186 0 0
Girls'	6	123	112	74	...	116	7	...	399 12 11	28 14 0	428 10 11
Total ...	322	12,945	11,934	9,239	1	10,705	2,221	18	25,443 1 3	16,847 7 9	42,290 9 0

Primary and Circle Schools and Pathsalas, 1876-77—(concluded).

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Description of schools.	Number of schools.	Number of pupils on the rolls on 31st March 1877.	Average monthly roll number.	Average daily attendance.	Christians.	Hindus.	Mohammedans.	Others.	Expended from Government.	Expended from local sources.	Total expended.
D PATHSALAS—									Rs. A. P.	Rs. A. P.	Rs. A. P.
Middle Vernacular...	115	4,169	3,524	2,972	2	3,587	568	12	6,530 5 7	7,638 0 3	14,168 5 10
Intermediate ditto ...	594	20,477	18,920	14,848	24	17,562	2,883	28	33,914 1 8	27,580 8 0	61,494 4 8
Primary ditto ...	685	19,593	17,970	13,837	220	12,847	6,127	398	36,227 13 0	20,108 8 8	56,336 5 8
Night ditto ...	139	3,435	3,295	2,636	...	2,541	882	12	4,637 4 9	678 12 3	5,316 1 0
Girls'	2	37	36	29	25	12	.....	.....	105 0 0	6 0 0	111 0 0
Total ...	1,535	47,711	43,745	34,322	271	36,549	10,460	450	81,414 9 0	56,011 8 2	1,37,426 1 2
E PATHSALAS—											
Middle Vernacular..	24	844	849	685	...	639	205	.....	993 3 4	1,013 3 9	2,006 7 1
Intermediate ditto ...	632	21,681	19,361	16,168	...	17,386	4,147	168	26,452 11 9	24,637 4 4	51,090 0 1
Primary ditto ..	11,019	266,180	240,729	200,277	751	210,757	49,447	5,225	2,34,247 5 0	3,23,533 10 10	5,57,780 15 10
Night ditto ...	7	107	121	79	...	40	67	.....	172 10 9	28 8 0	201 2 9
Girls'	126	2,180	2,105	1,631	123	1,684	358	15	2,449 1 7	712 1 11	3,161 3 6
Total ...	11,808	290,992	263,165	218,840	874	230,506	54,224	5,408	2,64,315 0 5	3,49,924 12 10	6,14,239 13 3

78. SECONDARY INSTRUCTION.—The field of secondary instruction was enlarged during the year under report by the inclusion of a class of schools which, under the name of 'lower vernacular,' had hitherto been treated as primary schools. The pathsalas of 1872 having been definitely recognized as a part of the general educational system, the name 'intermediate' was given to the new class of schools in order to define their position as standing midway between the primary and the middle vernacular schools. The separation was effected and the definition completed by the establishment of corresponding scholarships, the standard of which was the following:— SECONDARY INSTRUCTION.

Lower Vernacular Scholarships.

	Marks.
1. Bengalee language	100
2. History and Geography of Bengal	100
3. Arithmetic	150
4. Geometry, 1st Book of Euclid	50
5. Natural Philosophy and Physical Science	100
Total ...	500

For a corresponding class of schools in which elementary English was taught, a similar scholarship standard was fixed, in which geometry was replaced by English. Hence the class of secondary schools includes the three divisions of intermediate, middle, and higher, of which the first two are again subdivided into English and vernacular, the last being restricted to English.

79. The number of schools of secondary instruction, and of their pupils, is here given for two successive years. Those which are aided from the primary grant are included:—

Secondary Schools.

Class of School.	1875-76. Schools.	1875-76. Pupils.	1876-77. Schools.	1876-77. Pupils.
Intermediate Vernacular.				
Government	.....	.....	9	245
Aided	.....	.....	1,424	49,967
Private	.....	.....	68	2,438
Total ...	.....	.....	1,501	52,650
Intermediate English.				
Government	.....	.....	2	49
Aided	.....	.....	65	2,598
Private	.....	.....	45	1,681
Total ...	.....	.....	112	4,328
Middle Vernacular.				
Government	173	9,833	174	9,848
Aided	1,000	45,516	802	38,568
Private	86	3,955	69	3,302
Total ...	1,259	59,304	1,045	51,718
Middle English.				
Government	6	872	5	731
Aided	513	27,844	438	25,101
Private	104	5,356	68	4,240
Total ...	623	34,072	511	30,072

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Secondary Schools—(concluded).

Class of School.	1875-76. Schools.	1875-76. Pupils.	1876-77. Schools.	1876-77. Pupils.
Higher English.				
Government	45	11,952	48	12,235
Aided	85	9,550	88	10,365
Private	43	11,027	44	10,357
Total ...	173	32,529	180	32,957
Grand total ...	2,055	125,905	3,349	171,725

80. The next table gives the detailed statistics of attendance and expenditure in Government and aided schools existing on the 31st March 1877.

Attendance and Expenditure of Schools of Secondary Instruction during the year 1876-77.

Class of Institutions	Number of schools.	Number of pupils on the rolls on the 31st March 1877.	Monthly average roll number.	Average daily attendance.	Religion of the students as on the 31st March. Christians.	Hindus.	Muhammadans.	Others.	Received from Government. Rs. A. P.	Received from Local funds Rs. A. P.	Received from Total receipts. Rs. A. P.	Expended. Rs. A. P.
Intermediate Vernacular—												
Government	9	245	223	156	.....	143	66	36	1,158 13 6	66 15 0	1,225 12 6	1,225 12 6
Aided .. .. -	1,424	49,967	45,412	36,501	154	40,801	8,663	349	77,124 12 8	74,559 7 11	1,51,684 4 7	1,51,717 13 8
Total ..	1,433	50,212	45,635	36,657	154	40,944	8,729	385	78,283 10 2	74,626 6 11	1,52,910 1 1	1,52,943 10 2
Intermediate English—												
Government	2	49	40	36	.....	47	2	.....	27 0 0	27 0 0	54 0 0	54 0 0
Aided	65	2,598	2,362	1,830	.....	2,042	547	9	12,175 11 9	19,216 13 11	31,392 9 8	31,240 7 1
Total ..	67	2,647	2,402	1,866	.....	2,089	549	9	12,202 11 9	19,243 13 11	31,446 9 8	31,294 7 1
Middle Vernacular—												
Government	174	9,948	9,058	7,251	7	7,910	1,572	359	49,884 8 0	26,793 11 2	76,677 3 2	76,677 3 2
Aided	802	33,468	34,838	27,119	123	33,334	4,994	117	1,06,955 15 8	1,72,443 4 11	2,79,398 4 7	2,77,144 11 7
Total ..	976	43,416	43,896	34,370	130	41,244	6,566	476	1,56,840 7 8	1,99,235 0 1	3,56,075 7 9	3,53,821 14 9
Middle English—												
Government	5	731	720	607	.....	326	363	42	7,792 0 0	8,564 14 6	16,356 14 6	16,356 14 6
Aided	438	25,101	22,980	17,903	1,811	20,683	2,433	174	1,46,901 6 9	2,81,597 0 1	4,28,498 6 10	4,26,096 6 9
Total ..	443	25,832	23,700	18,510	1,811	21,009	2,796	216	1,54,693 6 9	2,90,461 14 7	4,45,055 5 4	4,42,453 5 3
Higher English—												
Government	48	12,235	11,443	9,224	138	10,116	1,937	44	1,29,687 14 4	2,63,248 13 4	3,92,936 11 7	3,86,880 14 2
Aided	88	10,365	9,670	7,404	982	3,898	462	23	62,061 2 0	2,42,370 12 2	3,04,431 14 3	2,96,982 4 7
Total ..	136	22,600	21,113	16,628	1,120	19,014	2,399	67	1,91,749 0 4	5,05,619 9 6	6,97,368 9 10	6,83,863 2 9
Grand total ..	3,055	149,707	136,745	106,031	3,215	124,300	21,039	1,153	5,83,669 4 5	10,89,186 13 0	16,82,856 1 8	16,64,306 8 0

These classes of schools will now be considered separately. SECONDARY INSTRUCTION.

81. INTERMEDIATE VERNACULAR SCHOOLS.—The figures are repeated:—

	Schools.	Pupils.
Government schools	9	245
Aided "	1,424	49,967
Private "	68	2,438
Total ...	1,501	52,650

The sources from which these schools have sprung have been indicated in a previous paragraph. The nine Government schools were classed last year as lower vernacular (*i.e.* primary) schools: three of them lie at the base of the Garo Hills, in Mymensingh district; four in the Government estate of Khoordah, in Pooree district; and two in Dinagepore. The 68 private schools are nearly all lower vernacular schools (not pathsalas) that have been from the outset teaching a standard approaching that of the intermediate scholarship. Many private schools have hitherto passed through this stage before applying for aid as middle schools. Of the 1,424 aided schools, 110 come under the grant-in-aid rules, 88 are circle schools, 594 are D pathsalas, and 632 E pathsalas. Of the grant-in-aid schools, it appears that about 60 were classed in the last annual report as primary or lower vernacular schools; some 50 therefore are degraded middle schools. Of the circle schools, the majority were ranked last year as primaries. There has been indeed a decline in the number of middle circle schools, but this has probably been caused as much by the withdrawal of circle pundits as by the degradation of schools. Of the D and E pathsalas, about 80 were classed in the previous year's return as middle schools; the remainder were classed as primaries, but very many of them were really up to the standard of the class in which they are now placed. The above computations are made almost by guesswork, for I have no returns showing the origin of the schools now classed as intermediate. But without professing anything like accuracy, I think it likely that of the 1,500 intermediate schools now returned about 150 were classed last year as middle schools, and that of these about 50 were originally established as middle schools with grants-in-aid. I may remark in passing that the absence of a fixed definition for the terms 'pathsala,' 'primary school,' 'lower vernacular school,' and 'intermediate school,' makes it difficult to avoid confusion in any statement that relates to them.

82. It is agreed by all that the establishment of these schools was opportunely brought about. Not only was there an ill-defined class of schools, which, under the name of 'lower vernacular,' had no fixed aims, and gravitated from time to time—now upwards to the middle scholarship standard, now downwards to that of the primary scholarship,—but it was also necessary to provide for the known requirements of the pathsalas. A circle school took some time to grow to the middle standard, and in its upward growth it needed some such support as that given by the new scholarship. A D pathsala could not generally aspire to the middle standard, as its teacher was a trained guru rather than a trained pundit; the new standard aptly defined its aims. The scheme of Sir George Campbell closely searched the educational capacity of the country, and in many parts discovered or elicited capabilities which, without the stimulus then given them, might long have remained undeveloped. In such places the new pathsala manifested from the outset vigorous life, and soon outgrew the limits of the early standards. To these also the new scholarship has given the support and encouragement which they needed. But the warning given in an earlier paragraph may be usefully repeated. The Deputy and Sub-Inspectors should not be over anxious to point to the number of intermediate schools as a proof of the advancement of the district, nor should those who supervise their work demand of them this test. The number of those who pass the primary scholarship standard is a better test of education than the number of intermediate schools; and the number of those who are learning to read a printed book is perhaps even a better test than the number of those who pass the primary scholarship standard. In the matter of education, if the foundations are laid broadly and deeply enough, the superstructure will rise almost of itself. To quote Mr. Harrison's words:—"It is morally certain that education will promote education, and that if the day ever comes when 100,000 of the rising generation in Midnapore are found learning to read and write in pathsalas, far more than at present will insist on learning something more than to read and write in secondary schools." To turn a pathsala into a good school judged by the primary standard, with pupils rising through all stages to that of the scholarship, is within the reach of many gurus; to raise it to the intermediate standard is within the reach of but few. The true history of what, I fear, often takes place is this: Two or three pupils of some neighbouring middle school join the pathsala for the sake of a scholarship. For the primary scholarship there will be great competition; for the lower vernacular scholarship there will be but little. Pressure is therefore put upon the guru, if a competent person (and in many districts competent gurus are found), to bring forward these boys for the lower vernacular scholarship. The consequence is that the rest of the school is neglected, except in those rare cases in which the villagers appoint a second guru—a practice which might often be insisted on with advantage. It is reported from Furreedpore, for example, that the intermediate E pathsalas of the sudder sub-division are "much prized by the villagers, a good many of whom are anxious to have their sons taught something beyond the mere pathsala standard. The

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pathsalas have a small class attached of from three to five boys, who are taught the intermediate course, and these pathsalas generally enjoy a pretty fair income from local sources." This may be, and often is, a natural and healthy process of development; but the question forces itself on one's notice, how does the rest of the school get taught? A man who has to teach the intermediate course will find that he has little time left for the instruction of the lowest pupils; these pupils, therefore, leave the school. Nor will the evil necessarily cure itself in the following year, when no pupils can be brought forward to the scholarship standard, and the pathsala has consequently to drop to the primary class, for the same process may be repeated by the accession of fresh pupils from the middle school. I think it probable that in many villages in which a pathsala has been raised to the intermediate standard a private pathsala has been, or will be, set up to satisfy the needs of those who want instruction of a humbler kind. Information on this point would be very useful.

83. The following table gives the details of the lower vernacular scholarship examination, the first that has been held:—

Lower Vernacular Scholarship Examination, 1876-77.

Division.	Total number of intermediate vernacular schools.	Number of schools which sent competing candidates.				Number of candidates who competed.	Number of candidates passed in—				Number gained scholarships.
		Government.	Aided.	Private.	Total.		First division.	Second division	Third division.	Total.	
Presidency	384	...	118	1	105	244	4	17	59	80	22
Burdwan	282	...	102	3	114	234	26	49	68	143	19
Rajshahye	157	3	75	3	81	189	10	22	50	82	33
Dacca	178	3	108	5	116	276	8	47	98	153	26
Chittagong	50		33	1	34	91	1	6	18	25	4
Patna	169	2	81	9	92	198	52	56	39	147	33
Bhagulpore	134	4	106	1	111	253	22	33	70	125	20
Chota Nagpore	52	..	20	..	20	40	1	..	12	13	12
Orissa	95	1	49		50	120	19	36	44	99	16
Total ...	1,501	13	687	23	723	1,645	143	266	458	867	185

It appears, then, that of 1,501 schools returned as intermediate on the 31st March 1877 723 competed for scholarships in the previous September. The larger number represents those schools which declared for the intermediate course and the lower vernacular scholarship on the 1st January, as by the rules they are required to do. These, or the majority of them, may be expected to send candidates to the examinations now approaching. It will be seen that 13 Government schools competed at the last examination, while the total number of Government schools now classed as intermediate is only nine. The meaning of this is that middle class vernacular schools were allowed to compete for lower vernacular scholarships. By a singular misreading of the Government orders on the subject, many District Committees extended to all schools the privilege which had been expressly limited to pathsalas, namely, that of selecting the scholarship for which they intended to compete. Many middle schools at once availed themselves of the permission, and declared for the lower vernacular scholarships. In some districts they were admitted to the examination, but the error was discovered in time; in others scholarships were actually awarded to such pupils. In the Dacca and Chittagong divisions 18 scholarships, and in the Behar circle 5, were so awarded. The schools that were thus allowed to rob the pathsalas of their scholarships in some cases sank permanently to the lower grade, in others are still classed as middle schools. Some few even subsequently won vernacular scholarships at the examinations of the same year; and in one case at least a scholarship was won by a middle English school. In order to check these irregularities the following circular has lately been issued to all Inspectors of Schools and District Committees:—

"It appears from the returns of the last lower vernacular and lower Anglo-vernacular scholarship examinations that in many districts not only were middle vernacular schools allowed to compete for lower Anglo-vernacular scholarships, in accordance with the orders conveyed in Government letter No. 25, dated 8th January 1877, but that also, in distinct opposition to the spirit of those orders, middle vernacular schools were allowed to compete for lower vernacular scholarships, and even, in some instances, middle English schools for lower scholarships of both kinds. I request that you will be so good as to see that in the ensuing examinations no concession is allowed to middle schools other than that conveyed in the orders above quoted.

"It further appears that many middle schools have been allowed to declare themselves intermediate schools for the purposes of the examination, and accordingly to compete for lower scholarships, vernacular, and Anglo-vernacular. I beg to remind you that the object of the

institution of these scholarships was to encourage primary schools to raise themselves, and by no means to encourage weak middle schools to degrade themselves. There is a standing rule of the department that no school may change its class without the express sanction of this office. If therefore any school, Government or aided, that has received a grant as a middle school, wishes to transform itself into an intermediate school, it must send an application for revision of grant through the District Committee and the Inspector in the usual way; in which case the establishment and the grant would in general be reduced in conformity with the lower standard of instruction to be taught. Schools aided from the primary or circle funds should be classified year by year by the District Committee as primary, intermediate, or middle, according to the class of scholarships for which they wish and are permitted to compete, intimation of all those classed as intermediate or middle being sent to the Circle Inspector at the beginning of the year. Unaided schools that have heretofore competed for middle scholarships should not be allowed to compete for lower scholarships unless their change of class is sanctioned by the District Committee and confirmed by the Circle Inspector."

84. The intermediate schools and corresponding scholarships having been specially instituted for the development, within due limits, of the primary system, it seems to follow that the grant-in-aid allotment should not generally be devoted to the establishment of such schools; or, if it is so devoted, that the amount of grant should be generally limited to that of the highest pathsala stipend—namely, Rs. 5 a month. If at so much cost to Government an efficient intermediate school can be established, there is no need to pay more; nor is it fair to rising pathsalas that they should be pitted against schools which, by the aid of a larger Government grant, can maintain a stronger establishment, with a well-paid pundit. The foregoing remark applies with chief force to advanced districts. In many parts of the country, although there may be room for an intermediate school, none will be set up unless a grant-in-aid be given. It is only necessary that District Committees should bear these considerations in mind when dealing with applications for grants. The following figures bear upon this point:—1,314 intermediate pathsalas and circle schools are maintained at an average yearly cost of Rs 50 to Government and Rs. 43 locally, while 110 intermediate grant-in-aid schools are maintained at an average cost of Rs. 96 to Government and Rs. 160 locally.

85. The scholarship standard includes "Natural Philosophy and Physical Science." The subject has not formed a successful part of the course; and indeed its introduction in the first instance seemed somewhat at variance with the original purpose of the lower vernacular scholarship. A guru who has received no instruction whatever in such a subject, or a school-boy who at the most has passed through the middle scholarship course, is not one who can teach physical science with profit. If questions in science continue to be asked, answers will no doubt be forthcoming; but at this stage of instruction the course should be confined to subjects which are within the powers of both teacher and pupil. Under present conditions it is to be feared that few rays of scientific truth pierce the gross darkness of their ignorance; and the process of instruction consists of little more than getting by heart the contents of the same text-book which is taught to pupils in middle schools by pundits, many of whom have received some scientific instruction. The minute of the 3rd May 1875 declared that these text-books were too rudimentary for the vernacular scholarship course, and the preparation of more advanced treatises was ordered. These treatises, however, have not yet been prepared; and in fact educational officers are agreed that the present text-books are quite advanced enough for the majority of our teachers and students, while some even speak of them as too hard. The important fact is that the same text-books in science are used in middle and in intermediate schools, and that it is only the teachers of the former class who are qualified by their training to give useful instruction in the subject.

86. INTERMEDIATE ENGLISH SCHOOLS.—The figures are repeated:—

	Schools.	Pupils.
Government schools	2	49
Aided ditto	65	2,598
Private ditto . ..	45	1,681
Total ..	112	4,328

The two Government schools are again in Pooree district. The unaided schools are chiefly found in the divisions of Burdwan, Presidency, and Dacca; they are not pathsalas, but elementary English schools, classed last year as middle schools and brought down with a view to the scholarships. Of the aided schools nearly all were classed as middle schools in the returns of the previous year. Some (as 11 in Shahabad) had only recently been established with small grants. Besides the foregoing a few pathsalas, whose gurus happened to know a little English and sent pupils to the examination, have now been classed as intermediate schools. But whatever may have been the origin of these schools, it is very doubtful whether they will serve any useful purpose. There is a general agreement that their establishment has not been a successful measure. It is doubtless an advantage that those pupils who are destined for the higher examinations should begin the study of English at an early age, as is the practice in zillah schools. Even this practice is not free from serious drawbacks, and complaints

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have been loudly uttered against the imperfect and unscholarly acquaintance with their own vernacular that students of English often display. This evil, however, is fully compensated by the other advantages of a complete and continuous course of English reading But if this course is not completed, if it is broken off at a rudimentary stage, the absolute value to a student of his English instruction in no sense makes up to him for the necessary deficiencies in his vernacular education. It is true that Sir Richard Temple contemplated so considerable an addition to the English of the minor scholarship course that the present middle standard in English might be adopted for intermediate schools. Considering the constitution of these schools, however, it is impossible to hope that that expectation can be realized. The standard in English cannot be raised much above a simple primer. The reading of the primer is useful as a first step to further progress; but it is certain that the great majority of the pupils of intermediate schools, whether English or vernacular, bring their education to an end in those schools. To such pupils the course of the lower Anglo-vernacular scholarship offers but a shallow and imperfect training. With whatever precautions the study of English in these schools may be fenced about, vernacular instruction must suffer, for a second teacher can be seldom kept. It should not be forgotten that the first purpose of primary fund schools is elementary instruction in the vernacular; and that if English is added, it should not be added to the detriment of the other. Proposals for the abolition of the lower Anglo-vernacular scholarship are now under consideration; and if they are carried out little harm will be done, since the scholarships have been practically without influence on the class of schools which they were intended to benefit.

87. The following table shows the results of the lower Anglo-vernacular scholarship examination :—

Lower Anglo-Vernacular Scholarship Examination, 1876-77.

Divisions.	Total number of intermediate English schools.	Number of Schools which sent competing candidates.				Number of candidates who competed.	Number of candidates passed in—				Number of candidates who gained scholarships.
		Government.	Aided.	Private.	Total.		First division.	Second division.	Third division.	Total.	
Presidency	25	...	13	1	14	28	1	6	14	21	3
Burdwan	18	...	12	1	13	30	7	6	4	17	5
Rajshahye	14	...	3	...	3	4	1	...	2	3	1
Dacca	18	..	17	..	17	37	2	6	14	22	7
Chittagong	10	...	2	.	2	8	.	3	5	8	3
Patna	22	...	13	...	13	62	16	21	12	49	7
Bhagulpore	2	1	6	1	8	19	6	7	5	18	8
Chota Nagpore	5		5	..	5	10	...	2	3	5	4
Orissa	2	...	1	...	1	3	1	2	.	3	1
Total ...	112	1	72	3	76	201	34	53	59	146	39

By Government letter No. 25, dated the 8th January last, middle vernacular schools were allowed to compete for lower Anglo-vernacular scholarships as a provisional arrangement, in deference to the opinion expressed by educational officers that few, if any, pathsalas were in a position to send pupils to the examination. It was pointed out, however, that the purpose for which these scholarships were established would not be attained if they were generally carried off by middle schools; and it was directed that the subject should be specially noticed in the present report. Yet, notwithstanding these clear orders, which were circulated to all District Committees, middle English schools were allowed almost without restriction to compete for the lower Anglo-vernacular scholarships. In the Presidency division every district sent candidates from middle English schools; but the Inspector interfered in time, and their competition was ignored in the award of scholarships. In the whole division only two pupils of genuine pathsalas passed; the rest of the successful candidates, 19 in number, were all pupils of middle English schools. One middle vernacular school in Nuddea competed; but in no district was a scholarship given to a pupil of any middle school, and some remained unawarded. In the Burdwan division no middle vernacular school competed; the five scholarships awarded in the division were given to pupils of middle English schools—three in Hooghly, one in Beerbhoom, and one in Burdwan. Midnapore and Bankoora alone observed the rules. In Rajshahye, Chota Nagpore, and Orissa, no candidates from middle schools were allowed to compete. In the Eastern Circle the 11 lower Anglo-vernacular scholarships were awarded—ten to pupils of middle English schools, and one to a pupil of a middle vernacular school; no others were awarded. All the districts except Dacca and Noakholly thus infringed the rules. In the Patna division all the scholarships, seven in number, were given to middle English schools; five in Shahabad district, and two in Sarun. All these schools, however, were opened as lately as 1875. In the Bhagulpore division five scholarships out of eight were given to

middle English schools, but none in the districts of Bhagulpore and Monghyr. In both divisions the competing schools generally sent candidates to the minor and vernacular scholarship examinations also; and the Bussuntpore middle English school, in Purneah, is distinguished as the winner of one vernacular and two lower Anglo-vernacular scholarships.

88. MIDDLE VERNACULAR SCHOOLS.—The figures relating to this class of schools are again given:—

	1875-76.		1876-77.	
	Schools.	Pupils.	Schools.	Pupils.
Government schools	173	9,833	174	9,848
Aided "	1,000	45,516	802	38,568
Private " ..	86	3,955	69	3,302
	1,259	59,304	1,045	51,718

It is satisfactory to notice that no Government schools have been degraded to the intermediate class. The aided schools are subdivided into 556 grant-in-aid schools, against 637 of the previous year; 107 circle schools, against 141 of the previous year; and 139 D and E pathsalas, against 222 of the previous year. There has, therefore, been a loss of 81 grant-in-aid schools, 34 circle schools, and 83 pathsalas. The pathsalas are merely reduced to a grade better suited to their stage of advancement. The loss of circle schools is due partly to re-classification, partly to the withdrawal of circle pundits. Of the grant-in-aid schools, I conjecture that 50 have been degraded and 30 abolished. Of the unaided schools, perhaps 10 have been degraded; the remainder are closed. The chief losses have occurred in the Presidency, Burdwan, Rajshahye, and Dacca divisions, in which vernacular schools are most numerous.

89. It appears, then, that in a year of pressure the weaker schools have gone to the wall. The pressure was not financial only. As will be explained later on, the rigour of the new vernacular scholarship standard seriously affected the prospects of many, which have either disappeared or fallen to the class below. But, in spite of all drawbacks, it cannot be doubted that the condition of middle vernacular education in the more advanced portions of Bengal (by which I mean the Presidency, Burdwan, Dacca, and Rajshahye divisions) is generally sound. It is true that the vernacular scholarships are still the chief attraction that these schools possess in the eyes of the people; but the vernacular scholarships are few compared with the number of students that pass the examination, and still fewer compared with those that compete. It is known that the chance of winning a scholarship is but small, and that the certificate has now no value in the eyes of the High Court; yet the schools continue to be well attended. The average number of pupils has risen from 47 to nearly 50, though this result has of course been helped by the disappearance of the weaker and less numerously attended schools. Not many of those that fail to win scholarships go on to a higher class English school, and a large number of pupils are turned out year by year with a fair vernacular education. The intelligence and importance of this class is attested by the abundant publications of the vernacular press. It is true that the books and the newspapers of Bengal are addressed to a larger circle of readers than those who have read in vernacular schools, including many of those who have received an English education, but the former is the class to which the vernacular press directly appeals. The education of this class is a matter of serious importance; and it is no light thing that has been done in raising the standard of instruction in middle schools.

90. In less advanced portions of the province, in Behar for example, no zeal is shown for vernacular education. Without the scholarships, middle vernacular schools in Behar would cease to be. As it is, large numbers of pupils join the schools with the intention of leaving as soon as they have reached the third class standard—that of a good pathsala. Others, who originally come with higher aims, leave as soon as they discover that they have no chance of a scholarship. Even in Bengal the pathsalas are encroaching on the weaker middle schools and on the lower classes of good schools; but in Bengal the numbers attending the middle schools are seen steadily to rise. In Behar, on the other hand, though the weaker schools disappear, making way, as they should, for pathsalas that satisfy the wants of most of their pupils, yet the attendance at the surviving schools continues to diminish. In the Patna division, while the number of schools has fallen from 103 to 88, the average attendance has fallen from 48 to 45. The explanation of the difference is very clearly put by Baboo Bhoodeb Mookerjea. The 101 'Hardinge' schools established in 1845 failed to make vernacular education acceptable to the people, and the schools gradually died away. The 'Halliday' schools, as they were called (the present Government Model schools), succeeded, because English education had made more progress at the time when they began to work. In Bengal, English has been the pioneer of vernacular education. In Behar, similarly, English will teach men to rate at their true worth both the overprized Persian and the undervalued Hindee. The remedy for this is to spread English education in Behar by all possible means. English can, while the vernacular cannot, oust Persian. That English will ever stand in the way of the vernacular, as Persian now does, is impossible from the very nature of things. The *Behar Government Gazette*, published in Hindee, tends also to the encouragement of the vernacular, but its operation is of limited extent. Mr. Garrett

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reports to precisely the same effect of Chota Nagpore :—"The vernacular teaching in the middle schools has in itself no attractions. In the pathsalas boys can learn *hisab*, and in the middle and higher English schools they get a smattering of what pays best, if they wish to try their luck beyond the limits of their village. Model schools and the vernacular scholarships keep a certain number of boys under this class of instruction; but I am certain that but for the Government schools and scholarships the vernacular would have no chance against English in Chota Nagpore. The recent removal of the prohibition to teaching English in vernacular schools will tend, I fear, to the improvement of neither English nor vernacular teaching."

91. In Bengal, as in Behar, vernacular education becomes much more popular, without necessarily losing its vernacular character, by the addition of a little English. The orders of the 19th June 1876, rescinding the previous orders that had long forbidden the teaching of English in vernacular schools, have already had some effect, English classes having been here and there set up by the aid of local subscriptions. It is of course necessary to take such precautions as will secure a vernacular school of this class from degenerating into an inferior English school; and this is a matter that is now receiving the attention of Government. But, subject to such precautions, the measure is a most valuable one; and it is not unlikely that the acceptance of the principle of attached English classes may revolutionize the teaching of English in the middle schools of Bengal. This will be considered more fully later on.

92. The following table gives the results of the vernacular scholarship examinations :—

Vernacular Scholarship Examination, 1876-77.

Division.	Total number of middle vernacular schools.	Number of schools which sent competing candidates.				Number of candidates who competed.	Number of candidates passed in—				Number gained scholarships.
		Government.	Aided.	Private	Total.		First division.	Second division.	Third division.	Total.	
Presidency	233	14	120	9	143	514	7	35	106	148	20
Calcutta	6	1	4	...	5	[illegible]	32	3	3	38	9*
Burdwan	198	20	98	3	121	[illegible]	12	63	147	222	24
Rajshahye	133	14	82	9	105	328	3	31	96	130	31
Dacca	237	3	214	19	236	894	15	83	315	413	39
Chittagong	24	6	23	1	30	86	...	5	20	25	6
Patna	92	38	31	23	92	399	23	74	121	218	41
Bhagulpore	60	21	24	1	46	143	16	22	46	84	25
Chota Nagpore	24	10	4	...	14	53	...	4	9	13	12
Orissa	38	10	20	2	32	113	1	10	57	68	11
Total ...	1,045	137	620	67	824	3,003	109	330	920	1,359	218

* Of which five were free studentships.

93. Out of 1,045 middle vernacular schools returned in March, 824 competed in the previous October. The remaining 221 schools have declared for the middle standard, without having yet reached it. Many schools, in fact, are not up to the standard of the class in which they are placed. Classification shows the standard aimed at, not the standard attained; and this method probably declares the state and prospects of education as clearly as that which refuses admission to a class until a school has actually passed pupils by the corresponding standard. The numerical results of the vernacular scholarship examination contrast very unfavourably with those of the preceding year. In the examinations of 1875, 4,062 candidates presented themselves and 2,521 passed; in those of 1876, 3,003 candidates appeared and 1,359 passed. The decrease in the number of candidates is sufficiently accounted for by the schools that have dropped to the intermediate class or otherwise disappeared; but the far more serious decrease in the number and in the proportion of passed candidates requires a different explanation. That explanation is found in the revolution that has taken place in the scholarship standard. In 1875 Sir Richard Temple recast the scholarship courses for the following year, and the first examinations under the new order were held in November 1876. A glance at the two standards will show the extent of the change :—

I.—SIR GEORGE CAMPBELL'S STANDARD.

	Marks.
Reading vernacular manuscripts and writing	100
Bengali grammar and composition	100
History and Geography of India	50
Mensuration and surveying	100
Arithmetic—bazar and zemindari accounts, &c.	250
Science for one subject	100
Ditto for two or three subjects	150
Total ...	700 or 750

II.—SIR RICHARD TEMPLE'S STANDARD.

	Marks.
Bengali language and composition	75
History and Geography, 75 each	150
Arithmetic	100
Geometry and mensuration	75
Science, two subjects	100
Total	500

In the new course (which closely resembles that which prevailed before 1872), bazar accounts and the reading of vernacular manuscripts, carrying nearly 40 per cent. of the marks, have almost entirely disappeared, geometry has been restored, and history and geography occupy 30 instead of 8 per cent of the marks. The students had little more than a year to adapt themselves to the altered conditions. "Boys, therefore," writes Mr. Garrett, "who for three years had been brought up in the old course had to face about and go through the new course in a year and a half: hence many were discouraged from going up at all, and very many of those who did go up failed." There can be no question, however, that the course of study which the new standard imposes is far superior to the old. Bazar accounts are useful, but they belong to an earlier stage of instruction, and the method of teaching them is purely mechanical. Ability to read written papers is gained by practice, and has no relation to the objects of a school education: it was never indeed systematically taught as a subject, even when it carried a high percentage of the marks.

94. The question of science presents grave difficulties. The scientific subjects prescribed in the scholarship course are (1) chemistry, (2) botany, and (3) natural philosophy and physical science; and a student must take up two at least of these subjects: very few take up three. The subjects most commonly coupled are the second and third; chemistry is less often chosen In the minute of the 3rd May 1875, which defined the course, the conditions under which alone sound scientific instruction can be given are very clearly stated. "If the examination is to be sufficiently strict and the instruction adequate, the masters must have themselves undergone some practical training in both chemistry and botany; that is to say, they must be instructed in chemistry by means of experiments in a laboratory, and in botany by the scientific dissection and microscopic examination of living plants. The training of the masters by these means is quite practicable. On visiting the normal school at Calcutta, I found the masters undergoing instruction in chemistry and botany by these very means. I do not know how far the same mode of instruction prevails in the other normal schools of the same class in Bengal, or whether the other normal schools possess laboratories and chemical apparatus; but what is done for the middle class schoolmasters in Calcutta can be done for the same class at other places. Some additional expense must have to be incurred in the other normal schools for laboratories and apparatus, but that can be afforded." Before these orders were a year old, the reductions in educational expenditure had begun; the assignment for normal schools was cut down from Rs. 1,35,000 to Rs. 83,000, and no additional expenditure on laboratories could be thought of. One or two 1st grade normal schools, however, had already provided themselves with special teachers of science, and in these qualified pundits are being trained. The course in the normal schools has long included scientific instruction, but instruction of a kind much less precise than is now rightly thought necessary; and the great majority of the older pundits are in no way qualified to teach the scientific standard at which Sir Richard Temple aimed. Chemistry and botany are admirable subjects of instruction, and can be taught with great profit to pupils of the age of those who are preparing for the middle scholarships. But unless their teachers have had as accurate and complete a training in those subjects as they have generally had in Bengali, in mathematics, and in geography, they had far better confine themselves to the latter. Very few middle schools, again, possess even the simplest scientific appliances; and the study of chemistry and botany tends more and more, as a higher standard is exacted, to degenerate into learning by rote, since the pupils possess no experience enabling them to reconstruct in imagination the propositions of their text-book. I do not, of course, wish that the subject of science should be removed from the scholarship course, nor even that it should be made a subject alternative with some other, as algebra: that would be to stop scientific instruction altogether, for the study of science is not popular, and our chief business is to overcome the general indifference to it. But science will not be made more popular by exacting it from teachers and pupils under practically impossible conditions; and I believe that instruction in middle schools would be much more sound, if teachers known to have had no scientific training, or to possess no scientific aptitude, were encouraged to drop the subject altogether, and to trust to the probability of their pupils gaining the requisite marks in the other subjects. It is likely that they would be just as successful on a scale of 400 marks as they now are on a scale of 500; and when freed from this pseudo-scientific excrescence, their education would be much more thorough. Such a change would not affect the best schools, which year by year win scholarships. These schools generally possess means of scientific instruction which are valuable if not the best possible; their pupils would still gain extra marks in science and carry off the scholarships: and I am of opinion that the spread of scientific instruction would in this way be really promoted.

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95. The orders entrusting to each District Committee the selection of the text books to be used within the district by all schools that compete for scholarships have not been carried out on any uniform system. In Eastern Bengal, for example, all District Committees have adopted the Circle Inspector's list; in the Presidency and Burdwan divisions each has made an independent selection. Putting aside a little friction, incidental to the first introduction of these orders, they have not, on the whole, worked badly. It has generally been found possible to frame examination questions suited to all the text-books used in a circle, and more definite instructions to this effect have recently been issued. Complaints have been made, especially in the Presidency and Eastern Bengal Circles, that the District Committees did not issue their lists of books for the ensuing examinations until February and March, or even later; such delay is most detrimental to the schools, and will doubtless not be repeated. Again, text books have in some cases been chosen for the scholarship examination without any reference to the course of study in previous years. The Deputy Inspector, under the orders of the Inspector, fixes the course in all classes below the first, and it is clear that this should be considered by the District Committee in determining the scholarship course; it would even be better if that course were fixed for two years beforehand.

96. It may here be added that the Central Committee appointed for the determination of an authorized list of text-books has received no definite instructions to select books for intermediate schools. It is presumed that this would be a legitimate extension of the duties for which it was appointed. The Committee, which consists of the gentlemen named in the margin, has done most useful work during the year, and is still engaged in the examination and selection of text-books.

Dr. Rajendra Lal Mitra.
Babu Bhudeb Mookerjee.
Dr. Kanye Lal Dey.
Mr. A. W. Garrett, *Secretary*.

97. MIDDLE ENGLISH SCHOOLS.—The figures are given below:—

	1876.		1877.	
	Schools.	Pupils.	Schools.	Pupils.
Government schools	6	872	5	731
Aided "	513	27,844	438	25,101
Private "	104	5,356	68	4,240
	623	34,072	511	30,072

The number of middle English schools lost is equal to the existing number of intermediate English schools. But among these latter are included a certain number of pathsalas that have raised themselves to the intermediate standard. It follows, therefore, that while most of the 112 schools that have been removed from the list of middle schools have merely fallen to the class below, yet that some few have disappeared altogether.

98. Schools of this class are very popular. The average number of pupils to a school is 59, the yearly Government grant Rs. 335, the yearly local income Rs. 636. In a middle vernacular school the corresponding figures are 50 pupils, Rs. 157 Government grant, Rs. 280 local income. (These figures refer to grant-in-aid schools only.) Yet it may be doubted whether the educational value of an average middle English school is equal to its popularity. The motives which lead to the conversion of a vernacular into an English school by the establishment of an English class are various. There is, firstly, the desire of one or two leading men in the village to give their children, destined finally for the zillah school, timely instruction in the rudiments of English. Secondly, the attractions of the minor scholarship, now apparently placed within the reach of every pupil. Thirdly, the certainty that, even if their reading is carried no further, a knowledge of English up to, or not far short of, the minor scholarship standard will qualify the pupils for mean service of some sort. The English class is therefore added; the foremost pupils are taken out of the hands of the pundit, skilled in all the arts of teaching, and placed under the care of a youth fresh from failure at college or school, and as ignorant of the principles of teaching as he is of any other art or trade. The study of vernacular literature and vernacular grammar, is altogether abandoned The pupil no longer reads sterling works such as the "Exile of Rama" or the "Wanderings of Sita," books written for the most part in vigorous and elegant Bengali, and supplying in every sentence the materials for accurate grammatical analysis; he sinks to easy stories about the dog and the fox, in which the writer's ingenuity is exhausted in the attempt to construct grotesque sentences confined, for some inscrutable reason, to words of one syllable. The pupil learns by heart the rules and definitions of the English grammar, but he can neither comprehend the logical and rigorous accuracy of their terms, nor can he apply them to the elucidation of any involved sentence. He reads history and science solely as exercises in English, and consequently remains profoundly ignorant of both history and science. Admitting their failure in vernacular subjects, such schools pride themselves on their facility in English; with what justice those only know who have groaned over the inefficiency of middle English schools. Hence it is not surprising that in spite of his English acquirements the student who has passed the minor scholarship standard and joined the zillah school finds himself in a short time overtaken and beaten by the boy who began his English alphabet after passing the vernacular standard. The unanimous testimony of head-masters certifies to the superiority of vernacular over minor scholars Nor should it be forgotten that while the great majority of the pupils in middle schools go no farther than the minor

scholarship standard, there is also a large number who stop short of that point; the success and usefulness of the standard should therefore be judged not by its influence upon the few who are destined for the entrance examination, but upon the many whose education must be finished in their native villages. Considered in this light, the substitution of a fragmentary knowledge of English words for the continuous study of a language possessing much literary attractiveness, and boasting works of considerable merit—of the only language, in fact, which is capable of conveying real knowledge to the school-going youth of Bengal—can only be regarded as a fatal exchange; the cultivation of the intelligence is sacrificed to the early possibility of earning a livelihood.

99. It is not to be supposed that the foregoing description represents all middle English schools. There are very many that it has been my good fortune to inspect which possess strong and capable bodies of masters, and whose pupils secure at their own homes an education of the same high standard as is offered to them in the zillah school. Such schools give an education—I do not say good in itself, for education that stops at that point should include fuller knowledge of the vernacular, but at any rate good in relation to the position which they are designed to fill—namely, that of feeders to the zillah school. Nor, again, is it in anywise my object to decry the beginnings of English education. I decry that sort of English education when it is not only most incomplete in itself, but which supplants a vernacular education that might be made fairly complete in itself. In all other ways my desire is that English education should be extended as widely as possible, provided always that, if stopping at an early stage, it should have a sound vernacular foundation; or else that it can justify its early neglect of the vernacular by finally reaching a point at which English becomes a fitting medium of instruction to foreign boys. Under such conditions, I should be glad to see an English class added to any first-rate vernacular school; the vernacular standard of excellence being secured, every further acquisition is a gain.

100. These considerations are chiefly important in regard to the orders passed in the Government letter No. 1716, dated 19th June 1876. A question having been raised as to the right of middle English schools to compete for vernacular as well as minor scholarships, that right was allowed, subject to the condition that each school should be limited to two scholarships in all. The concession made to English could hardly be refused to vernacular schools, and the orders of 1866, forbidding vernacular schools to teach English, were cancelled. The result of this concession was that a certain number of aided schools, good when judged by the vernacular standard, immediately converted themselves into inferior English schools by the substitution of an incompetent English teacher for the head pundit. This was clearly not the result which the orders of Government were intended to bring about; and it became necessary to supplement those orders by fresh limitations, the purpose of which should be to prevent the study of English being introduced in such a way as to injure the vernacular teaching of the school. This has now * been accomplished by the provision that English may only be taught as an addition to the full vernacular course, and this provision has been secured by the recent order that the minor scholarship standard shall henceforward include the course in vernacular literature, which has hitherto been confined to the standard for the vernacular scholarships. The effect of these useful orders will be that the standard of English for the minor scholarship will be somewhat reduced. In this there will be no real loss; for those students who complete their studies at the minor scholarship examination will have received a much sounder general education; while those who proceed to the zillah school will be able to prosecute the study of English under much better conditions. Every aided vernacular school will now be at liberty to add, with the sanction of the inspecting officers, and at its own cost, an English class; and when it has advanced so far as to send candidates to the minor scholarship examination, it may be recognized as an English school and classed accordingly. In such cases it will often be found possible to amalgamate a vernacular and an English school that now exist side by side with a double grant.

101. Most middle English schools will doubtless conform at once to the new conditions, by the appointment of a pundit to teach vernacular literature, so as to qualify the pupils for the new minor scholarship standard. But some few, especially in advanced parts and in the neighbourhood of higher English schools, will be content to set aside the minor scholarship course altogether, and to conform exactly to the standard of the third class of a zillah school, for which their pupils will be generally intended. In such schools the entrance examination supplies a sufficient motive, and no incentive in the form of scholarships is required. The Government middle English schools, which it has recently been proposed to establish at certain selected stations at which a higher class school is not needed, might usefully take this form, the pupils being taught in their own villages up to the third class standard, and only transferred to the zillah school at an age at which they can leave their homes without inconvenience. Here and there also a Government vernacular school may be converted into an English school of the ordinary type by the addition of an English teacher, special care being taken that the teacher so appointed at the cost of the villagers shall be a competent person, so that in regard to English as well as to the vernacular the school may really be, as it is intended to be, a model to all the schools in its vicinity.

* This subject, which in previous paragraphs has been referred to as under discussion, has now been settled by a Resolution of Government passed since the foregoing portion of this report was printed off.

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102. The following table shows the results of the minor scholarship examination :—

Minor Scholarship Examination, 1876-77.

Division.	Total number of middle English schools.	Number of schools which sent candidates.				Number of candidates who competed.	Number passed in—				Number gained scholarships.
		Government.	Aided.	Private.	Total.		First division.	Second division.	Third division.	Total.	
Presidency	134	...	67	3	70	241	2	5	60	67	7
Calcutta	13	1	...	1	2	18	3	1	2	6	4
Burdwan	112	...	65	7	72	200	14	31	71	116	16
Rajshahye	36	...	22	3	25	72	1	14	31	46	12
Dacca	113	.....	51	7	58	158	1	22	66	89	19
Chittagong	10	....	6	....	6	22	.....	1	8	9	
Patna	38	2	25	3	30	121	15	41	42	98	22
Bhagulpore	25	.....	10	2	12	37	3	6	11	20	7
Chota Nagpore	14	.....	7	.....	7	20	...	8	5	13	9
Orissa	16	.....	8	2	10	43	1	3	18	22	7
Total ...	511	3	261	28	292	932	40	132	314	486	106

This table shows that of 623 schools returned as middle English on the 31st March 1876 only 261 sent pupils to the corresponding examination in the following October. It follows, then, that besides the 112 schools that have either disappeared from the returns or have definitely classed themselves as intermediate schools, there are 250 nominally middle English schools, which, nevertheless, do not profess to have reached the standard of the minor scholarship. This proportion is much worse than that given in paragraph 91 for vernacular schools, and seems to support the disparaging estimate that I have been compelled to form of the character of many middle English schools. The 250 schools that fail, even in their own opinion (for there are others also that fail when subjected to the test of actual examination), to come up to the standard of their class, deserve the serious attention of inspecting officers and of District Committees. I have lately called for a report giving the particulars of all schools that for two years successively have failed to pass pupils at the examination corresponding to their class. A school may fail at any single examination through accidental and temporary causes; but if it continues to fail, it is presumably below the class in which it is placed, and should be reduced. It is at any rate for each school concerned to show cause why it should not be reduced, and in the case of an aided school reduction of class would generally involve reduction of Government grant. In some instances, also, it would be advisable to ignore the English teaching as manifestly insufficient, and to reclass an English as a vernacular school; in this case also with a reduction of the Government grant. A school has, no doubt, other duties besides passing pupils at examinations: it has to prepare the younger pupils for the examinations of future years; and inspecting officers will be required to pay due attention to this condition, and to see that the younger pupils are not ignored. But after this provision has been satisfied, it is not unreasonable to require aided schools to give the Education Department some guarantee that the money with which the Government assists them is worthily spent, in the fact that they satisfy the tests which has been fixed for their class. This method would secure as near an approach to the principle of payment by results as is possible under the existing constitution of the Department.

103. Higher English Schools.—The following figures relate to this class of schools :—

	1876.		1877.	
	Schools.	Pupils.	Schools.	Pupils.
Government schools	45	11,952	48	12,235
Aided "	85	9,550	88	10,365
Private "	43	11,027	44	10,357
Total ...	173	32,529	180	32,957

The three new Government schools are those of Palamow and Motihari, formerly classed as middle English schools, and Julpigoree, formerly an aided school. The aided and

private schools exhibit small fluctuations in nearly every division, some rising from, and some falling to, the class below. The net result is that outside Calcutta there is an increase of one aided and of seven unaided schools; four of the latter being in the 24-Pergunnahs, and all having risen within the year from the middle class. In Calcutta two aided schools, the Free School and St. Joseph's, are classed this year as higher schools on the strength of having passed pupils at the last entrance examination; while six private schools have ceased to furnish returns.

104. From the figures given above it appears that there has been but a small increase in the number of pupils. In the 45 old Government schools the increase amounts to only 62 pupils. Indeed in 14 schools the attendance has actually diminished. The Kishnaghur collegiate school has lost 40 pupils through the competition of the Anglo-vernacular school. The Jessore school has lost 38 pupils owing to the prevalence of fever and to the existence of the Narail and other higher English schools; the head-master, Baboo Jogobundhoo Bhadra, is very highly spoken of. Cholera explains the loss of 18 pupils in the Beerbhoom school. The unaided schools in Dacca, of which a new one has lately been opened, have reduced the numbers of the collegiate school by 20. A middle English school recently opened in the town of Mymensingh has drawn off 45 pupils from the zillah school. Backergunge and Noakholly have lost 16 and 74 pupils respectively owing to the cyclone and subsequent cholera The Barari higher class school in Bhagulpore, a new school in which the instruction is entirely free, has attracted 74 pupils from the zillah school On the other hand Gya school has gained an increase of 78 pupils; the head-master, Baboo Srikissen Chatterjee, of whom an excellent report is given as an able and popular teacher, has now been transferred to the more important charge of the Bhagulpore zillah school, being succeeded at Gya by Baboo Saroda Prasad Ganguli, who has done good work as head-master of the Ranchi school. The Rungpore school has increased its numbers by 28 pupils, and the Bogra school by 49. The Chittagong zillah school has received an accession of 39 pupils owing to the closing of its unaided neighbour, the Albert School. The Hooghly, Patna, and Berhampore collegiate schools, and the zillah schools of Furreedpore, Comillah, Arrah, and Monghyr, have each gained an addition of a dozen pupils and upwards. The head-masters of some of the last named schools are also selected for honourable mention, namely Baboo Gour Narayan Roy of Furreedpore, Baboo Hari Prosad Bannerjee of Comillah, and Baboo Aghor Chandra Mukerjea of Monghyr. Besides these the following head-masters are honourably mentioned in the district reports:—Baboo Gangadhur Acharjya of the Midnapore high school, Baboo Chandra Kumar Moitra of Barrackpore, Baboo Kunja Bihari Bose of Baraset, Baboo Durga Dass Mukerjea of Purulia, Baboo Kali Mohan Chowdry of Purneah, Baboo Jaga Bandha Laha of Burisal, Baboo Ratnamani Gupta of Mymensingh, and Baboo Bhuban Mohun Sen of Noakholly. In collegiate schools the principals have not generally selected any of their subordinate officers for distinction: it would be an advantage and an encouragement to deserving officers if this were done.

105. It may be observed in passing that the average daily attendance in the following schools is below the proper limit, and that efforts should be made to secure greater punctuality, one of the chief points by which (except in the case of sickness) the discipline of a school is judged:—Jessore, Rungpore, Furreedpore, Mymensingh, Noakholly, Patna collegiate, Arrah, and Monghyr.

106. The series of net grants made in 1872 for a period of five years to zillah and collegiate schools came up for revision at the commencement of 1877. In the year 1870-71 the cost to Government of the five collegiate schools of Hooghly, Dacca, Patna, Kishnaghur, and Berhampore amounted to Rs. 46,900. By the orders of 1872 a yearly sum of Rs. 30,750 was thenceforward assigned to these five schools; and though it was found impossible to effect immediately so great a reduction, yet the efforts of the Department have been constantly directed towards that end—with so much success that in 1875-76 the expenditure exceeded the sanctioned limit by only Rs. 521. Mr. Sutcliffe recommended that the net grants to these schools should be continued for another term of five years—a proposal which was accepted by Government. In regard to the zillah schools it was shown that while the local income had expanded within five years to the extent of Rs. 22,700, the Government expenditure within the same period had decreased by more than Rs. 15,000, the number of pupils having moreover increased from 5,445 to 7,402. It was pointed out that while the net grants of a few schools might with advantage be increased, large reductions could safely be made in those of other schools. These recommendations were sanctioned, the grants being renewed for a term of three years, with a total reduction of Rs. 8,100 a year. The grant of Rs. 1,200 to the Utterpara school has, however, since been restored; and the Deoghur school, which was to be reduced to the middle class, has made a successful appeal for the continuance of its present status, on condition that a sufficient sum of money is locally raised to bring up the establishment of the school to the requisite strength.

107. For all zillah schools a new principle of classification has been accepted. Schools are no longer to be classified, as in 1872, according to the amount of the net grants assigned to them, but according to their size and importance. The number of pupils is taken as the basis of classification, and three classes of schools have been accordingly formed; a standard scale of establishment being fixed for each class, to which it is designed that every school shall

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more or less nearly conform. The first class includes schools of 300 pupils and upwards, and the standard establishment is as follows :—

Class I.

	Rs.	Rs.
Head master	200	
2nd master	80	
3rd ditto	60	
4th ditto	50	
5th ditto	40	
6th ditto	35	
7th ditto	30	
8th ditto	25	
9th ditto	20	
10th ditto	15	
Total		555
2 Pundits and 1 Moulvie .		80
Collateral charges		70
		705
		12
		8,460

Income.

	Rs.
Government grant	2,100
Local income	6,360
Total ..	8,460

The schools in this class are those of Howrah, Utterpara, Beerbhoom, Burisal, Mymensingh, Bhagulpore, and Arrah.

Schools of the second class include those whose pupils number 175 to 300. The standard establishment for this class consists of a head-master on Rs. 150 and a total staff of eight masters and two pundits, costing Rs. 455 a month, with an allowance of Rs. 45 for collateral charges, or Rs. 6,000 a year in all. This is to be generally met by a Government grant of Rs 2,100 and a local income of Rs. 3,900. The schools in this class are those of Jessore, Barrackpore, Hooghly branch, Bankoora, Ranchee, Furreedpore, Comillah, Noakholly, Chittagong, Rungpore, Pubna, Gya, Chupra, Mozufferpore, and Monghyr.

Schools of the third class include those with less than 175 pupils. The standard establishment provides for a head-master on Rs. 125 and a total staff of six masters and a pundit, costing Rs. 320 a month, with a collateral allowance of Rs. 30 a month, or Rs. 4,200 a year in all, to be met by a Government grant of Rs. 2,400 and a local income of Rs. 1,800. The schools in this class are those of Baraset, Purulia, Hazaribagh, Chaibassa, Maldah, Bogra, Dinagepore, Motihari, Purneah, Deoghur, Pooree, and Balasore.

108. It may with confidence be affirmed that the net grant scheme instituted by Sir George Campbell in 1872 has been fully justified by the results. The district committees, to whom was entrusted the general control of the funds, have felt that the prosperity of a school largely depended on the wisdom of their management and on the practical interest which they might take in its welfare. Sir Richard Temple's beneficent order that deserving teachers should share in the pecuniary success of their school has confirmed the tendency to improvement, since it gives every teacher the strongest motive to co-operate with the district committee in making the school successful and popular. It is in great part to the combination of these causes that we may ascribe the steady rise in numbers, popularity, and success of many Government schools of this class. The Utterpara school would in 1872 have been ranked as a second class school; it has now risen to the first class. The schools of Beerbhoom and Arrah have similarly risen from the third to the first class; while those of Jessore, Barrackpore, Ranchee, Furreedpore, Comillah, Noakholly, Pubna, and Mozufferpore, have risen from the third to the second class. Much of this progress has doubtless been due to the general advance of education, and would have occurred under any system of management, but we can at any rate affirm that the system enforced in 1872 has been eminently successful.

109. I have learnt to regard the district committees of public instruction, occupied as they chiefly are with the schools at the head-quarters station of the district, as being most useful bodies, and as very fully realising the intention with which such committees were first established. As Inspector of Schools I have constantly derived efficient help from them; and in many instances I have found that they could effect at once and on the spot what would otherwise have caused needless correspondence and have been no better done at the last. I believe also that by placing the net-grants under the immediate control of the committees economical management has been secured. If a committee is appointed with general instructions to supervise a school and to work it economically and efficiently, the motives to efficiency and economy are not powerful; but if a committee is given a certain sum, with instructions that while the Government allowance may not be exceeded yet it may be supplemented to the utmost possible extent by contributions from private sources, the amount of the Government assignment being unaffected by any such private receipts, a genuine inducement both to amass income and to spend it thriftily is at once supplied. The committees know well that parsimony is not the same thing as thrift; that inferior teachers mean dissatisfaction and reduced attendance and the possible uprising of a rival school to diminish still further their income: they have therefore the strongest interest in appointing (when the appointment rests with them) the best teachers that can be obtained, and in spending liberally within the limits of their income. I am confident that the committees in general have discharged this

portion of their duties honestly and well, with a single-minded regard to the prosperity of the school.

110. It has been urged that the large amounts regranted to net-grant schools after the close of a year, amounts which average about Rs. 50,000, show that the net grant system is an extravagant one, since the Government binds itself to expend a far larger sum than the schools actually need. It seems to me, on the contrary, that but for the net grant system the whole of this money would have been spent instead of saved. The stimulus which that system has given to private liberality, and the energy which it has infused into the working of the schools, are precisely the causes which have increased the local income so far as to enable the schools to put by some portion of the Government grant. Nor must it be forgotten that if half a lakh of rupees is regranted every year, this does not mean that Government is spending yearly half a lakh more than it should do. It is the very same half lakh, carried forward as a balance from year to year, and representing the permanent fund which the net grant schools—collegiate, high, zillah, and vernacular—have at their credit for emergencies. The schools, moreover, fully acknowledge the justice of meeting out of their reserve fund the cost of those occasional repairs which in former days formed a charge upon the Public Works budget. If in any case the surplus income of the school is, as it often is, applied to increasing the pay of the teaching staff, they are the persons who after all have largely contributed to the creation of the fund, and I would not grudge them their well-earned reward. If it be conceded that it is the duty or the interest of Government to keep up in every district, partly at its own expense, a higher class school offering instruction in the best possible form up to the standard of the entrance examination, the Government is not, it is submitted, the only party interested in any surplus income that may accrue The teachers through whose exertions success has been won have a fair claim to reward; the public, who have shown their interest in the school by subscriptions or by paying higher fees, may likewise ask for a stronger staff or a more commodious building; and it is only after these fair demands have been satisfied that the Government should aim at reducing the amount of the net grant at the close of the period for which it may have been sanctioned.

111. But it is not always admitted that it is the duty or the interest of the Government to maintain the education in zillah schools at as high a level as possible; rather that Government should withdraw from the active control of education of this class as soon as it can safely be done, leaving it to private enterprise to carry on the schools. I dare say it is possible that in this, as in still higher branches of education, the education department, like the British Government, may at some time or other render itself unnecessary. But the time seems to be far too remote to admit of useful speculation about it, and for very many years to come, if high education and that which leads to it are to be preserved, they can only be preserved by the active support of the Government. The more active the support given to this class of education, the sooner may it be possible to withdraw from it. But for the present it is only too probable that any sudden change in the policy hitherto followed by Government would be attended by disastrous results. Here and there in advanced regions it is true a private school is set up side by side with the Government school, and offers education at a much cheaper rate. But it is still the proximity of the Government school that keeps it up to the level which, though with difficulty, it maintains. Withdraw that stimulating influence, and its standard at once sinks. A Government school pays its teachers, if not well yet better than a private school can afford to pay, and accordingly secures the most efficient teaching power. Diminish the rewards that are open to teachers, and the best of them will unquestionably desert that profession for other walks of life, making it impossible to maintain the same high standard as before.

112. The following table shows the results of the entrance examination for each Commissioner's division:—

General Distribution List of Entrance Candidates.

Division.	Number of candidates.	Schools that sent candidates.	Schools that passed successful candidates.	Candidates passed in— First division.	Second division.	Third division.	Total
Burdwan	346	44	37	18	100	55	173
Presidency	377	51	41	40	117	57	214
Calcutta	455	32	27	82	166	37	285
Rajshahye	175	12	12	8	30	24	62
Dacca	270	17	16	20	88	37	145
Chittagong	23	4	3	4	5	5	14
Patna	101	7	7	4	21	12	37
Bhagulpore	50	8	7	2	20	9	31
Chota Nagpore	28	6	5	...	6	6	12
Orissa	42	4	3	3	10	8	21
Private students and teachers	42	...	...	2	4	5	11
Total ...	1,849	185	158	183	567	255	1,005

It thus appears that the number of schools sending candidates is greater than the number that furnished returns. A few schools sent no candidates, but Calcutta and its suburbs

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contain a large number of private schools which pass pupils year by year, but are otherwise unknown to the department. The total number of candidates throughout Bengal was slightly larger than in the preceding examination, while that of successful candidates was nearly twice as great. This result has been ascribed to relaxation of the standard; but such a relaxation, when it exists, most commonly manifests itself in the large numbers passing in the lowest division, while it is in the two highest divisions that the increase is most conspicuous. Granting the difficulty of maintaining an equal standard from year to year in the subject of language, in that of mathematics there is no such difficulty; and I learn from the records of the Registrar that the marks gained in mathematics, and the number passing in that subject, were much higher than in the previous year. I should ascribe the success of the candidates at the last examination to two causes. In the previous year the examination was in some subjects admittedly rigorous, and many candidates failed, perhaps in one subject only, who might otherwise have taken a high place. These candidates found no difficulty in passing well at their second trial. In the next place the disastrous results of the former examination had the effect, in some instances of frightening, in all of stimulating, the head-masters to unusual efforts, and the candidates came up well prepared. It may be added that the warning given in the course of the year against the promotion to the entrance class of boys unfit to take their place therein was not without its effect in reducing the number of unqualified candidates at the examination.

113. The following table compares the success of Government, aided, and private schools at this examination. That of Government schools, as might be anticipated, is the most conspicuous :—

University Entrance Examination.

December 1876.	Number of schools	Number of candidates.	Number passed in— First division.	Second division.	Third division.	Total.	Percentage of success.
Government schools	46	738	100	271	112	483	65·4
Private schools (aided)	79	362	29	87	61	177	48·8
Ditto (unaided)	60	707	52	205	77	334	47·2
School-masters	.....	10	.....	1	1	2	20·
Private students	.....	32	2	3	4	9	28·1
Total ..	185	1,849	183	567	255	1,005	54·3

Between the Hindu School in Calcutta, which passed 42 candidates out of 43, 21 of them in the first division, and the zillah school at Balasore, none of whose eight candidates passed, there is of course every degree of excellence and efficiency. The following lists place in order of merit the Government schools of each class, merit being reckoned by assigning three marks for every candidate passing in the first division, two in the second, and one in the third :—

Collegiate and High Schools.

Names of Schools.	Number of candidates.	First division.	Second division.	Third division.	Total passed.	Merit marks.
Hindu	43	21	18	3	42	102
Hare	42	15	17	3	35	82
Dacca collegiate	33	6	20	3	29	61
Kishnaghur ditto	47	6	13	10	29	54
Hooghly ditto	48	6	8	5	19	39
Patna ditto	40	2	14	3	19	37
Sanskrit ditto	21	5	10	1	16	36
Bauleah high	35	1	9	11	21	32
Cuttack collegiate	20	3	8	4	15	29
Midnapore high	15	2	9	.....	11	24
Calcutta madrassa	10	3	5	1	9	20
Rungpore high	10	2	7	.....	9	20
Berhampore collegiate	19	1	5	3	9	16
Chittagong high	12	1	1	5	7	10

It is obvious that if the merit mark were considered in proportion to the number of candidates sent by each school the above order would be subject to alteration : for instance, the Dacca and Sanskrit collegiate schools, the Calcutta madrassa, and the high schools of Rungpore and Midnapore, would appear to the greatest advantage after the Hindu and Hare schools; while the Patna and Bauleah schools would be little better than those of Berhampore and Chittagong.

Zillah Schools, 1st class.

Names of Schools.	Number of candidates	First division.	Second division.	Third division.	Total passed.	Merit marks
Burisal	23	3	12	6	21	39
Mymensingh	22	8	10	2	15	31
Utterpara	23	3	9	1	13	28
Bhagulpore	15	2	7	5	14	25
Howrah	15	1	9	3	13	24
Beerbhoom	14	.....	8	3	11	19
Arrah	14	.....	2	3	5	7

After the Dacca collegiate school the two schools of Burisal and Mymensingh occupy the most distinguished position in Eastern Bengal; their head-masters have already been honourably named. Considering the number of candidates, Bhagulpore and Howrah occupy a very high position on this list. Baboo Beni Madhab Dey, the head-master of the former school, has been transferred to the important charge of Howrah. The Arrah zillah school has failed very badly in two successive examinations. At the last examination 7 out of the 9 unsuccessful candidates failed in the second language (Urdu)—a fact which demands the serious attention of the Inspector and the District Committee. But the failures in other subjects also were conspicuous, and if the head-master is to maintain the reputation which he has hitherto enjoyed as a teacher, he must exert himself to retrieve the former high character of the school.

Zillah Schools, 2nd class.

Names of Schools.	Number of candidates.	First division.	Second division.	Third division.	Total passed.	Merit marks.
Comillah	20	.....	9	6	15	24
Jessore	12	3	7	.....	10	23
Bankoora	17	1	9	2	12	23
Furreedpore	13	1	9	1	12	22
Barrackpore	10	3	5	.. ...	8	19
Hooghly branch	22	.....	4	7	11	15
Noakholly	6	2	3	.....	5	12
Monghyr	10	.....	4	3	7	11
Ranchee	6	.....	3	1	4	7
Gya	7	1	1	1	3	6
Mozufferpore	8	1	1	1	3	6
Chupra	4	.....	1	1	2	3
Pubna	14	.....	1	.....	1	2

The schools of Noakholly, Jessore, Barrackpore, and Furreedpore, have done the best in proportion to the number of their candidates, while Pubna has failed conspicuously, passing only one candidate out of 14. The Serajgunge aided school in the same district passed 13 out of 16; and its head-master, Baboo Syama Prasanna Roy, has been appointed to the charge of the new zillah school at Julpigoree. The Behar schools in general have done indifferently, owing to the necessity which the pupils feel of devoting a large share of their time to the study of Persian.

Zillah Schools, 3rd class.

Names of Schools.	Number of candidates.	First division.	Second division.	Third division.	Total passed.	Merit marks.
Baraset	12	2	4	.. ..	6	14
Pooree	6	... ..	2	3	5	7
Bogra	12	.....	2	2	4	6
Hazareebagh	9	... ..	1	3	4	5
Maldah	8	...	1	1	2	3
Purulia	5	.....	1	1	2	3
Purneah	1	.....	1	.....	1	2
Deoghur	1	.....	1	.....	1	2
Dinagepore	6	.....	.....	2	2	2
Chaibassa	3	.....	.....	1	1	1
Balasore	8	.....	.....	.....	.....	.....
Motihari	.....	.....	.....	.....	.....	.....

The unpretending schools of Purneah and Deoghur have done well, each passing its single candidate in the second division. The former school owes much to the zeal of its head-master, Baboo Kali Mohan Chowdry, who amid many difficulties has brought up the

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number of the school from 32, when he first took charge in 1867, to 143. He promises in his report that "the Purneah school will be as numerously attended and produce as good results in a few years more as the two good schools (Bhagulpore and Monghyr) in the division." The Dinagepore school unhappily remains at the same low level as before, and is even less successful than the schools of Chota Nagpore.

114. It is usual to give a statement of the second languages taken up by the candidates. It is here appended :—

ENTRANCE EXAMINATION, DECEMBER 1876.

Statement of the Second Languages which the candidates took up.

	December 1875.	December 1876.
Latin	54	64
Sanskrit	1,058	1,046
Arabic	24	25
Persian	33	45
Bengali	542	549
Urdu	52	64
Hindi	36	29
Urya	14	21
Armenian	6	6
Total .	1,819	1,849

The number of those that choose Sanskrit or Bengali respectively remains nearly constant from year to year; but the best schools and pupils almost invariably choose Sanskrit. The examination in Bengali, however, is by no means a slight matter: it requires a certain amount of scholarship to answer the paper creditably; while the Sanskrit standard is described as being low—much lower, for example, than the corresponding standard in Latin. In Behar the Government orders of December 1871 provided that neither Urdu nor Persian was to be taught to Hindu boys. Considering that Urdu is the familiar language of the great majority of the Hindu pupils of zillah schools in Behar, and that the acquisition of Persian is a social necessity with them—so necessary indeed that, as Babu Bhoodeb Mookerjea remarks, 11 boys out of every 12 have to learn a large amount of Persian at home, and to divide their time between Persian and English, to the detriment of the latter—this was felt to be an intolerable hardship. The orders were either construed to the effect that Hindi at least was to be learnt, whatever other language might be learnt, or they were quietly ignored. In the zillah schools of Purneah, Chupra, and (with a few exceptions) Monghyr, the Hindu pupils learn either Hindi only, or Hindi and Sanskrit, for the entrance examination But in the Patna collegiate school, and in the Bhagulpore and Motihari zillah schools, the Hindu pupils are allowed free choice between Hindi and Urdu in the lower classes, to be followed by Sanskrit or Persian, should they desire it, for the entrance examination. In Arrah the pupils are taught concurrently both Hindi and Urdu, the latter being regularly taken up at entrance; and in Gya they learn Hindi in the lower classes, and are left to their own choice of a language for entrance, most of them selecting Persian. The question which is the true vernacular of the Kaiths, who form the great majority of the zillah school pupils, is illustrated by the fact that the entrance class in the Chupra school, after learning Hindi for seven or eight years, in their last year took up Urdu for the examination, because they found it easier than the Hindi course, and all of them passed in that subject. Of all the Behari pupils in the zillah schools of Behar I find that 1,114 learn Hindi, 656 Urdu (including those who learn it in addition to Hindi), 139 Sanskrit, and 162 Persian. Of all the Bengali pupils in these schools 115 learn Bengali, 159 Hindi, and 171 Sanskrit; 18 also learn Urdu and 2 Persian, but these are generally Bengalis who have been naturalised in Behar

115. The following table classifies the candidates according to their religion :—

Entrance Examination, December 1876.

	Number of candidates.	Number passed in— First division.	Second division.	Third division	Total
Hindus	1,635	158	502	238	898
Muhammadans	96	5	17	12	34
Christians	83	14	32	3	49
Brahmists	27	5	14	1	20
Theists	4	1	1	1	3
Others	4	..	1	.	1
Total ...	1,849	183	567	255	1,005

The chief point worth notice is the small proportion of Muhammadan candidates that succeeded in passing the examination. SECONDARY INSTRUCTION

116. The award of junior scholarships is here detailed :—

Distribution List of Junior Scholarships, 1877.

Commissioners' Divisions.	First grade scholarships, Rs 20 a month.	Second grade scholarships, Rs. 15 a month.	Third grade scholarships, Rs 10 a month.	Total.	Number of scholarship-holders who passed the Entrance Examination in—		
					First division.	Second division	Third division.
Burdwan division	.....	6	12	18	12	6	.....
Calcutta	9	5	11	25	25	... .	.. ...
Presidency division	.....	7	13	20	19	1	..
Rajshahye ditto	.....	4	8	12	7	4	1
Dacca ditto	1	7	14	22	14	8	..
Chittagong ditto	... ..	1	4	5	3	2	.....
Patna ditto	... .	6	12	18	4	12	2
Bhagulpore ditto	.....	3	9	12	2	10	.....
Orissa ditto	.....	4	6	10	2	7	1
Chota Nagpore ditto	. ...	2	5	7	. .	5	2
Total	10	45	94	149	88	55	6

One of the first grade scholarships which are awarded to the first ten candidates on the list, irrespective of Commissioners' divisions, was gained by a student of the Dacca collegiate school; the others fell, as usual, to the Calcutta schools Of all these scholars 105 chose chemistry and 44 psychology for the First Arts Examination. The Presidency College was selected by 39 of the number; 27 chose Patna College, 12 Dacca, and 10 scholarships were held in each of the colleges of Hooghly, Kishnaghur, and Cuttack, and in the Metropolitan Institution; 4 were held in the Free Church and in the General Assembly's Institution in Calcutta; 3 in the colleges of Berhampore, Midnapore, and Bauleah, in St. Xavier's College, and in the Civil Engineering Department of the Presidency College.

117. SUPERIOR INSTRUCTION.—In the University system, the Entrance certificate qualifies the holder for admission either to an Arts or to an Engineering college, and also for admission to the pleadership classes of any recognized school of law. He cannot, however, present himself for the pleadership examination until, having attended a two years' course of law lectures, he has passed the First Arts examination. After passing that examination, a student may be admitted to the Medical college or the B. A classes of an Arts college, or to the B.L. classes of a law school; though here again he cannot take the degree of B.L. unless he has attended law lectures for two years (out of the full three years' course) after taking the B.A. degree. The great majority of candidates choose the course in Arts, with or without concurrent attendance at law lectures. SUPERIOR INSTRUCTION

118. While the number of candidates who passed the Entrance examination in December 1876 was unusually high, the proportion of those who continued their studies in the colleges was below the average. Of the 1,005 successful candidates, 663 took their admission in January into Government and aided Arts colleges, and an unknown number, probably not less than 130, joined the Metropolitan Institution and the other unaided colleges; while 39 were admitted to the Civil Engineering College in June. Hence not less than 150 students either brought their studies to a close after passing the Entrance examination or became teachers in schools with the view of presenting themselves at some future time for the First Arts examination. The chances of the latter are generally small: of 21 teachers at the last F.A examination, only five passed.

119. The Government colleges are the following. Those of the 1st grade, teaching to the B.A. standard, are six, namely, the Presidency, Hooghly, Dacca, Patna, Kishnaghur, and Cuttack colleges; the last two have opened fourth year classes from the beginning of the present session. Those of the 2nd grade, teaching to the F. A. standard, are six, namely, the Sanskrit, Berhampore, Midnapore, Bauleah, Chittagong, and Rungpore colleges; the last two having similarly opened first year classes in the present session. The aided colleges are six as in the previous year; and there are three unaided colleges, of which La Martiniere

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College furnishes no returns. The following tables give the returns of attendance and expenditure :—

Statement of Attendance in the Colleges for General Education.

COLLEGES—GENERAL.	Monthly fee.	NUMBER ON THE ROLLS AT THE END OF THE YEAR.				
		1873.	1874.	1875.	1876.	1877.
Government—	Rs.					
Presidency College	12	385	353	350	310	309
Sanskrit "	5	26	26	25	24	34
Hooghly "	6	120	93	113	129	163
Dacca "	6	124	116	130	129	128
Kishnaghur "	5	52	46	61	64	114
Berhampore "	5	24	20	25	31	37
Patna "	6	97	92	90	92	107
Cuttack "	3	14	17	20	17	36*
Midnapore High School	5	12	13	12	16	18
Bauleah " "	3	.....	27	25	26	30
Chittagong " "	.....	.....	.....	.....	.....	17
Rungpore " "	.....	.....	.....	.....	.....	8
Total ...	.....	854	803	851	838	1,001
Aided—						
General Assembly's College	5	74	80	104	118	219
Free Church "	5	108	74	99	100	102
Cathedral Mission "	5	74	60	75	80	90
St. Xavier's "	5	31	39	45	58	82
Doveton "	.....	.....	.....	.....	11	12
London Mission " Bhowanipore ...	5	18	27	39	44	51
Total ..	.....	305	280	362	411	556
Unaided—						
La Martiniere College, Calcutta	.....	.....	.....	.....	.....	.....
Metropolitan Institution, "	.....	.....	.....	.....	146	230
Baptist Mission College, Serampore	.....	.....	.....	.....	9	5
Total ...	.....	.....	.....	.....	155	235
GRAND TOTAL ...	.....	1,159	1,083	1,213	1,404	1,792

* Exclusive of two out-students.

Statement of Expenditure in the Colleges for General Education.

COLLEGES—GENERAL.	Number on the rolls on the 31st March 1877.	Average monthly number.	Average daily attendance.	EXPENDITURE IN 1876-77.			COST PER ANNUM OF EACH STUDENT.		
				From State funds.	From fees, &c.	Total.	From State funds.	From fees, &c.	Total.
Government—				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Presidency College	309	293	252	48,078	44,051	92,129	190	175	365
Sanskrit "	34	26	25	17,743	1,192	18,935	709½	47½	757
Hooghly "	163	135	104	29,810	9,140	38,950	286½	88	374½
Dacca "	128	117	100	27,137	7,950	35,087	271	79	350
Kishnaghur "	114	74	62	19,500	4,221	23,721	314	68	382
Berhampore "	37	27	23	18,290	1,756	20,046	795	76	871
Patna "	107	89	78	34,038	5,120	39,158	436	66	502
Cuttack "	36	22	20	5,202	4,166	9,368	260	208	468
Midnapore High School	18	17	13	.....	5,040	5,040	.....	387	387
Bauleah " "	30	25	20	..	5,792	5,792	.....	289	289
Rungpore " "	17	9	7	366	183	549	52	26	78
Chittagong	8	8	6	171	194	365	28	32	60
Total ...	1,001	842	710	2,00,335	88,805	2,89,140	282	125	407
Aided—									
St. Xavier's College, Calcutta ...	82	61	54	3,600	15,172	18,772	66	281	347
Free Church " " " ...	102	75	68	5,520	16,920	22,440	81	249	330
General Assembly's " " ...	219	146	124	4,200	17,511	21,711	34	141	175
Cathedral Mission " " ...	90	70	64	5,520	17,844	23,364	86	279	365
Doveton " " ...	12	9	7	3,000	5,956	8,956	428	851	1,279
London Mission, Bhowanipore ...	51	40	32	2,357	10,228	12,585	73½	319½	393
Total ..	556	410	349	24,197	83,631	1,07,828	69	239	308
GRAND TOTAL ...	1,557	1,252	1,059	2,24,532	1,72,436	3,96,968	212	162	374

120. From the first of the above tables it appears that there was a total increase of 388, or 28 per cent., in the number of students at all colleges, of which increase the aided and unaided colleges received the largest share. Amongst the Calcutta colleges, the Presidency College, with 309 pupils, alone is stationary; its numbers having steadily and seriously declined since 1872, when there were nearly 450 students on the rolls. The lower rate of fee in the aided and unaided colleges of Calcutta is sufficient to explain these facts. At the Entrance examination before the last, namely in December 1875, the total number of

candidates who passed was less than that of the preceding year; yet in March 1876 the number of students in all colleges showed an increase of 191. This was in great measure due to the success of the newly opened Metropolitan Institution, which then contained 146 students. These students, it would follow, largely consisted of those who, but for the attractions of a cheap college, would have terminated their studies at the Entrance examination. The Presidency College still attracts the more wealthy among the students, and the majority of the scholarship-holders—those who cannot afford to pay the high fee of Rs. 12 a month—now join the Metropolitan Institution and the other colleges of Calcutta. The Government colleges out of Calcutta have increased the numbers on their rolls by 154, or 30 per cent. Amongst them the success of the Kishnaghur College, since its restoration to the first grade, is conspicuous. The advance of the Cuttack College is also satisfactory. The Dacca College, on the other hand, has no progress to record, nor has it won distinction in the University examinations, as will be shown later on. Of the aided colleges, in which the increase is at the rate of 35 per cent., the General Assembly's and St. Xavier's Colleges have made the most rapid progress. SUPERIOR INSTRUCTION.

121. Comparing the table of expenditure with that for the previous year, it appears that while the expenditure from State funds upon Government colleges has remained almost unaltered, the private contributions have increased to the extent of Rs. 4,000—an amount which represents partly the fees of the additional students admitted during the first three months of the present session, but chiefly the local contributions at Cuttack to meet the Government expenditure on the college. In aided colleges the Government expenditure has increased by Rs. 1,400, owing to the increased grant to the Doveton College, and the private expenditure by Rs. 3,300. The total cost of the education of each student is Rs. 407 in a Government college and Rs. 308 in an aided college. In Government colleges, where the rate exceeds Rs. 400 a year for each student, it needs special circumstances to justify it. In the Sanskrit College the cost is Rs. 757, of which Government pays Rs. 709; the number of students is small, but the need of an institution combining English with Sanskrit learning justifies its existence. In Patna and Cuttack Colleges the cost rises to Rs. 502 and Rs. 468 respectively for each student. In the report of Patna College on a later page I shall show how real is the need for increasing the attendance at the Patna College by increasing the number of scholarships of all grades, and thus bringing the higher education within reach of a larger section of the people of Behar. The same considerations apply to the Cuttack College and Orissa. Without these colleges the people of both provinces would be out of reach of collegiate education; and when once the colleges have been for this reason established, it becomes an object to spread education as widely as possible among a somewhat backward people In order to raise Behar and Orissa to the level of Bengal, we must have more educated Beharis and Ooryas; and with this object we should be justified in offering a free studentship, tenable at the local college, to any native of either province who passed the Entrance examination

122. The cost of the education of each student at the Berhampore College has been slightly reduced, but it still remains at the high figure of Rs. 871, of which Government pays Rs. 795. The college entails a total cost to Government of Rs. 18,000 a year; and the result of this expenditure is that some three or four candidates pass the First Arts examination annually. Of the second grade colleges or High schools, the college classes at Midnapore and Bauleah are entirely maintained from fees and endowments. The Rungpore and Chittagong College classes had been opened for only three months at the date of the report, and the figures give no indication of the probable cost.

Amongst aided colleges the Doveton is conspicious for the high cost of the education of each student, amounting to Rs. 1,279 a year, one-third of the cost being paid by the State. The College Department of this institution is expensive and of doubtful utility.

123. *First Examination in Arts.*—The following table gives the particulars of this examination :—

First Arts Examination, December 1876.

Colleges.	Candidates.	Number passed in— First division.	Second division.	Third division.	Total
Government—					
Presidency College ...	115	11	33	20	64
Sanskrit "	8	..	...	1	1
Hooghly "	55	1	14	15	30
Dacca "	46	..	8	4	12
Kishnaghur "	35	1	5	14	20
Berhampore "	15	...	...	4	4
Patna "	33	2	1	10	13
Cuttack "	5	...	...	1	1
Midnapore High School	5	1	1	1	3
Bauleah " "	13		2	1	3
Total ...	330	16	64	71	151

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First Arts Examination, December 1876—concluded.

Colleges.	Candidates.	Number passed in— First division.	Second division.	Third division.	Total.
Aided—					
General Assembly's College	56	1	7	19	27
Free Church "	39	1	5	12	18
Cathedral Mission "	28	1	2	5	8
St. Xavier's "	10	1	4	2	7
Doveton "	5	2	1	...	3
London Missionary Society's College, Bhowanipore ...	16	2	3	6	11
Total ...	154	8	22	44	74
Unaided—					
La Martiniere College	1	...	...	...	...
Baptist Mission College, Serampore	4	...	...	...	...
Metropolitan Institution	79	...	12	20	32
Total ...	84	...	12	20	32
Ex-students	35	...	3	10	13
Teachers	19	...	...	4	4
Grand total ...	622	24	101	149	274

In the report for the previous year it was shown that the Bengal candidates at this examination, of whom only 25 per cent. passed, had failed in comparison both with candidates from other parts of India and also with their own achievements in previous years. At the last examination no such serious failure is to be recorded. Of all the candidates examined by the University, 45½ per cent. passed; in Bengal 44½ per cent. The Presidency College passed 56 per cent. of its candidates, one-sixth of them in the first division. The other colleges of Calcutta passed 45 per cent. of their candidates, one-thirteenth of them in the first division. The aided colleges, however, took a very high position.

124. Amongst the Government Colleges, the Presidency, Hooghly, Kishnaghur, and Midnapore Colleges passed from 56 to 60 per cent. of their candidates, Kishnaghur taking the highest place. Patna stands next with 43 per cent. Dacca and Berhampore Colleges passed only 28 per cent., and Bauleah 23; while the Cuttack College with five candidates, and the Sanskrit College with eight, passed only one each in the lowest grade. At Dacca half of the 43 candidates were quite unfit to go up for the examination. It appears from the University returns that over 20 Dacca students failed in each of the subjects of Sanskrit, history, mathematics, and chemistry or psychology, while 28 failed in English. Owing to changes during the course of the year the teaching of English in the Dacca College was very weak. At Berhampore eight of the 11 candidates failed in both English and mathematics. Cuttack College was singularly unfortunate. Four candidates failed out of five; but three of these failed in one subject only, the fourth in two only; such results are widely different from the wholesale failure of the Dacca candidates. Of the eight Sanskrit College candidates, all but one failed in English, and all but two in mathematics and psychology. In all colleges a much larger proportion than usual failed in Sanskrit; more even than in mathematics, which is usually next to English the most destructive subject.

125. In the Sanskrit, Cuttack, and Midnapore Colleges psychology is taught: in all others the students are allowed their choice between chemistry and psychology. Chemistry was taken up by 268 candidates, of whom 191 passed in that subject; psychology by 62, of whom 43 passed.

126. The following table shows the religion of the candidates. It calls for no comment, except that no Muhammadan candidate passed in the first division:—

First Examination in Arts, December 1876.

	Candidates.	Number passed in— First division.	Second division.	Third division.	Total
Hindus	518	18	85	122	225
Muhammadans	30	...	4	6	10
Christians	21	3	5	4	12
Others	53	3	7	17	27
Total	622	24	101	149	274

127. Upon the result of the First Arts examination 49 scholarships were awarded, as in the following table :— SUPERIOR INSTRUCTION.

Senior Scholarships, January 1877

Colleges.	First grade, Rs. 25 a month.	Second grade, Rs. 20 a month.	Total.
Government—			
Presidency College	6	10	16
Hooghly ditto	1	6	7
Dacca ditto	...	6	6
Patna ditto	1	6	7
Kishnaghur ditto	...	1	1
Cuttack ditto	...	1	1
Midnapore High School	...	2	2
Bauleah ditto	...	2	2
Aided—			
General Assembly's College, Calcutta		1	1
St. Xavier's College, Calcutta		1	1
Doveton College, Calcutta	2	...	2
L. M. S. College, Bhowanipore		2	2
Unaided—			
Metropolitan Institution		1	1
Total ...	10	39	49

The Calcutta candidates won six scholarships reserved for other parts of Bengal, but not taken up by candidates from those parts.

128. Twenty-four of the scholars elected to hold their scholarships in the Presidency College, eight in the Hooghly College, six in the Dacca College, four in the Patna College, one in the Cuttack College, one in the Kishnaghur College, and five in the aided Colleges of Calcutta. This distribution is much the same as in the previous year, except that the number of those holding their scholarships in the Presidency College has increased from 22 to 24. Seven of the scholars elected the course in literature for the B.A. degree, and 41 the course in science; one was admitted to the Civil Engineering Department of the Presidency College.

129. *B.A. Examination.*—The following table gives the detailed results of this examination :—

B.A. Examination, 1877.

Colleges.	Candidates.	Number passed in: First division.	Second division.	Third division.	Total.
Government—					
Presidency College	79	18	22	6	46
Hooghly "	16	5	5	...	10
Dacca "	7	2	1	...	3
Patna "	14	3	2	..	5
Total ...	116	28	30	6	64
Aided—					
Free Church College	13	4	2	2	8
General Assembly's College	25	1	5	6	12
Cathedral Mission "	19	...	8	2	10
St. Xavier's "	12	3	...	1	4
Total ...	69	8	15	11	34
Ex-students	34	1	5	3	9
Teachers	23	2	4	2	8
Grand total ...	242	39	54	22	115

The general results of this examination were much better than those of the previous year. In all Government colleges 57 per cent. of the candidates passed, against 25 per cent. in 1876; in all aided colleges 50 per cent. passed, against 20 per cent. in 1876. Among the Government colleges, those of Dacca and Patna were the least successful, passing 43 and 36 per cent. respectively. The failures at Dacca were almost exclusively in the subject of English; in other respects the candidates did well. Of the eight rejected Patna candidates all failed in English, and four in mathematics also. The Presidency College is the only one of the four Government Colleges that teaches both courses for the B A. degree. Of the 79 candidates 32 took the A course and 47 the B course. The subjects of English and mathematics are common to both; 16 candidates failed in the former subject, and 20 in the latter. But in the subjects special to each course, the success of the two sets of candidates was by no means equal. Of the special subjects taken by the 32 A candidates, Sanskrit, in which four failed, was the only subject in which any candidate was plucked. Of the 47 B candidates, 16 failed in chemistry, six in physical geography, and seven in physics. As has been pointed out in a previous report, the subjects of history and philosophy in the A course furnish no searching test, and a candidate who passes in English and mathematics has little cause to fear the other subjects. In the B course it is very different, and yet year by year an increasing number of candidates,

SUPERIOR INSTRUCTION.

even in the Presidency College, where the fullest option is allowed, take up the B course. In the early days of the present system it is true that the B course found favour with students because it was thought to be easier. That illusion has long since been dispelled; and yet the harder course is chosen in yearly increasing numbers by the best class of students. I can only attribute this result to a genuine desire for scientific knowledge, to a distaste for the subject of "the humanities" as that subject is presented to them by the university. The feeling is quite comprehensible. The prescribed courses in history and philosophy are not likely to attract any student of ardour and intelligence. Two thousand pages of solid historical reading, the chief portion of which no one pretends to regard as a subject of intelligent study—as being anything else indeed than a mass of facts to be got by heart, with little assistance or interference in the form of college lectures,—this is not the sort of work that a genuine student cares to waste his time over. And in the subject of philosophy, similarly, the student has gained the conviction that if he reads Hamilton's lectures, he is not studying the latest results of philosophical thought; that bright and attractive as the pages of Hamilton are, they are not by themselves sufficient to teach him all that he ought to know; that, consequently, they must be read and learnt, rather than believed in and assimilated—a habit of mind equally distasteful to the self-respecting student. The study of man, his works and thoughts, may be made as fruitful of results in the development of intelligence as the study of nature can be; but in the form in which each is presented, the latter alone offers attraction to the enthusiastic or ambitious student.

130. The usual table showing the religions of the candidates follows :—

B.A. Examination, January 1877.

	Number of candidates.	Number passed in: First division.	Second division.	Third division.	Total.
Hindus	198	30	45	19	94
Muhammadans	10	3	1	0	4
Christians	9	2	1	1	4
Others	25	4	7	2	13
Total ...	242	39	54	22	115

While in the two preceding years no Muhammadan candidates, out of 14 who presented themselves, passed the examination, in the present year it appears that four succeeded, three of them passing in the first division.

131. The Eshan university scholarship of Rs. 45 a month for the Hindu candidate who stands first on the list was awarded to Chundra Sekhar Sarkar of the Presidency College.

132. *Honors in Arts and M.A. Degree Examination.*—The number of candidates for Honors from Bengal was 23, as in the previous year. Of these 15 passed. Eleven took up English, and six passed—five from the Presidency College, and one teacher. One candidate from the Sanskrit College passed in Sanskrit. Five candidates appeared from the Presidency College in mathematics, and four passed. In physical science there were two from the Presidency College, of whom one passed; two from the Hooghly College, both of whom passed; and one from Dacca College, who failed. Ten of the 15 successful candidates were students of the Presidency College.

The subjects most frequently selected for honors are therefore English, mathematics, and physical science. The fact that there was only one candidate in philosophy and none in history shows the direction which the reading of our best students is taking and likely to take

In the ordinary degree of M.A. 17 candidates appeared, and eight passed; of these two came from the Presidency College, two from the Sanskrit College, and one from the Dacca College.

The distribution lists are appended.

M.A. EXAMINATION, JANUARY 1877.

Honors in Arts.

Colleges.	Number of candidates.	Number passed in: First class.	Second class.	Third class.	Total.
Government—					
Presidency College	14	3	5	2	10
Hooghly "	2	...	1	1	2
Dacca "	1	...	...	...	...
Sanskrit "	1	1	...	...	1
Aided—					
Free Church College	1	...	...	1	1
General Assembly's College	3	...	...	...	..
Teachers	1	...	1	..	1
Total ...	23	4	7	4	15

M A. EXAMINATION, JANUARY 1877—*concluded.*

Ordinary Degree.

COLLEGES.	Number of candidates.	Number passed.
Government—		
Presidency College	6	2
Dacca "	2	2
Sanskrit "	2	1
Aided—		
General Assembly's College	3	2
Unaided—		
Bishop's College	1	1
Teachers	3	...
Total ...	17	8

133. The successful students at these examinations are the highest outcome of the University system; and, so far as I have had opportunities of observing them, I have gained the conviction that in every way they reflect credit on the education which they have received. In moderation, in balance of mind, in stability of character, and in those allied qualities which Englishmen chiefly prize, I have found the honor students of the University to be in no way deficient. If the B.A. graduate is sometimes stigmatised as superficial and vain, this is owing to the slight, because multifarious, character of his learning. He learns many things, and nothing well. He is allowed none of those intervals of leisure which are essential to sound progress in any branch of study; he cannot pause to verify or reflect on what he has gained, for fear he should be left behind in the race after facts. Kept at high pressure during the whole period of his study, he runs serious risk of coming out at the end of his course an uneducated man. I do not mean merely that he is liable soon to forget the elements of knowledge which he has not had the time to assimilate—I mean rather that the process by which he has amassed these facts is something essentially different from education; while at the same time it leaves him in ignorance of his deficiencies, and causes him to regard the degree which he has gained as satisfactory evidence of culture. The honor student, on the other hand, is freed at once from the painful endeavour to keep his intellect clear amid the conflicting distractions of half a dozen different subjects. For the first time in his life study becomes a continuous and attractive pursuit. For the first time also he gains some insight into the nature of true knowledge, and finds how vast is the subject on which he has entered, and how small is the learning that he can acquire after a year of study. With knowledge comes humility; and in the process of gaining it after this fashion he finds time for reflection and inquiry, finds unsuspected powers developing within him, and learns steadfastness from the necessity of single-minded attention to his subject. These are the men who are truly educated, who will become the best citizens and the best servants of the State.

134. It follows from the opinions here expressed that I set little value on the multiplication of petty colleges teaching to the First Arts, and even to a higher standard; for such colleges will not necessarily increase the number of educated men. Bengal has shown itself capable of the higher education; and the chief need of the present day is the extension of that education to a larger circle of students. Education after the type of that for which honors are now given should be brought within reach of every candidate for a degree,—should even be made the condition of obtaining a degree. But this is a question for the University to consider. I will only here express my conviction that the present position of education in Bengal does not satisfy the aspirations of all those who have its interests at heart

COLLEGE REPORTS.—The following accounts of the progress of higher education in the colleges and high schools affiliated in Arts to the University are taken from the annual reports of the Principals :—

135. *Presidency College.*—Mr. Tawney writes thus :—

" During the present year considerable changes have taken place in the staff of the Presidency College. On the 6th of April 1876 I obtained furlough to Europe, and Mr. Webb took up the English of the third, fourth, and honor classes. The lamented death of Mr. Woodrow, the late Director of Public Instruction, which took place on the 11th of October 1876, deprived the college of the services of Mr. Sutcliffe, who had so long held the post of Principal, and Mr Croft was appointed to officiate for him. I took over charge from Mr. Croft on the 20th of February 1877. In June 1876 the instructive staff of the college was materially strengthened by the appointment of Mr. John VanSomeren Pope, M A., who was specially distinguished at Trinity Hall, Cambridge, for his knowledge of English literature, and brought with him the highest testimonials from Mysore and Baroda, where he had been employed previously to obtaining a post in the Bengal Educational Department. In July Mr. Downing, senior Professor in the Engineering Department, went to Europe on sick leave; his work was taken by Mr. Slater, and Mr. C. A. Mills was appointed to act for Mr. Slater.

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130. The usual table showing the religions of the candidates follows :—

B.A. Examination, January 1877.

	Number of candidates.	Number passed in: First division.	Second division.	Third division.	Total.
Hindus	198	80	45	19	94
Muhammadans	10	3	1	0	4
Christians	9	2	1	1	4
Others	25	4	7	2	13
Total ...	242	39	54	22	115

While in the two preceding years no Muhammadan candidates, out of 14 who presented themselves, passed the examination, in the present year it appears that four succeeded, three of them passing in the first division.

131. The Eshan university scholarship of Rs. 45 a month for the Hindu candidate who stands first on the list was awarded to Chundra Sekhar Sarkar of the Presidency College.

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The distribution lists are appended.

M.A. Examination, January 1877.

Honors in Arts.

Colleges.	Number of candidates.	Number passed in: First class.	Second class.	Third class.	Total.
Government—					
Presidency College	14	3	5	2	10
Hooghly "	2	...	1	1	2
Dacca "	1	...	...	...	...
Sanskrit "	1	1	...	...	1
Aided—					
Free Church College	1	...	...	1	1
General Assembly's College	3	...	...	...	...
Teachers	1	...	1	.	1
Total ...	23	4	7	4	15

M.A. EXAMINATION, JANUARY 1877—*concluded.*

Ordinary Degree.

COLLEGES.	Number of candidates.	Number passed.
Government—		
Presidency College	6	2
Dacca "	2	2
Sanskrit "	2	1
Aided—		
General Assembly's College	3	2
Unaided—		
Bishop's College	1	1
Teachers	3	...
Total ...	17	8

133. The successful students at these examinations are the highest outcome of the University system; and, so far as I have had opportunities of observing them, I have gained the conviction that in every way they reflect credit on the education which they have received. In moderation, in balance of mind, in stability of character, and in those allied qualities which Englishmen chiefly prize, I have found the honor students of the University to be in no way deficient. If the B.A. graduate is sometimes stigmatised as superficial and vain, this is owing to the slight, because multifarious, character of his learning. He learns many things, and nothing well. He is allowed none of those intervals of leisure which are essential to sound progress in any branch of study; he cannot pause to verify or reflect on what he has gained, for fear he should be left behind in the race after facts. Kept at high pressure during the whole period of his study, he runs serious risk of coming out at the end of his course an uneducated man. I do not mean merely that he is liable soon to forget the elements of knowledge which he has not had the time to assimilate—I mean rather that the process by which he has amassed these facts is something essentially different from education; while at the same time it leaves him in ignorance of his deficiencies, and causes him to regard the degree which he has gained as satisfactory evidence of culture. The honor student, on the other hand, is freed at once from the painful endeavour to keep his intellect clear amid the conflicting distractions of half a dozen different subjects. For the first time in his life study becomes a continuous and attractive pursuit. For the first time also he gains some insight into the nature of true knowledge, and finds how vast is the subject on which he has entered, and how small is the learning that he can acquire after a year of study. With knowledge comes humility; and in the process of gaining it after this fashion he finds time for reflection and inquiry, finds unsuspected powers developing within him, and learns steadfastness from the necessity of single-minded attention to his subject. These are the men who are truly educated, who will become the best citizens and the best servants of the State.

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"During the present year considerable changes have taken place in the staff of the Presidency College. On the 6th of April 1876 I obtained furlough to Europe, and Mr. Webb took up the English of the third, fourth, and honor classes. The lamented death of Mr. Woodrow, the late Director of Public Instruction, which took place on the 11th of October 1876, deprived the college of the services of Mr. Sutcliffe, who had so long held the post of Principal, and Mr. Croft was appointed to officiate for him. I took over charge from Mr. Croft on the 20th of February 1877. In June 1876 the instructive staff of the college was materially strengthened by the appointment of Mr. John VanSomeren Pope, M.A., who was specially distinguished at Trinity Hall, Cambridge, for his knowledge of English literature, and brought with him the highest testimonials from Mysore and Baroda, where he had been employed previously to obtaining a post in the Bengal Educational Department. In July Mr. Dewning, senior Professor in the Engineering Department, went to Europe on sick leave; his work was taken by Mr. Slater, and Mr. C. A. Mills was appointed to act for Mr. Slater.

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"The number of students on the rolls of the General Department on the 31st of March during the last four years is given below :—

General Department.	1874.		1875		1876		1877.	
	Regular students.	Out-students.	Regular students.	Out-students.	Regular students	Out-students	Regular students.	Out-students.
Honor class	17	1	17	.....	13	.....	15	.....
4th-year class	66	.....	91	7	61	5	36	9
3rd " "	84	9	46	5	38	6	64	10
2nd " "	117	4	94	9	128	34	93	27
1st " "	69	. ..	102	..	70		101	
Total ..	353	14	350	21	310	45	309	46

"From this table it is apparent that there is this year a decrease of one in the number of regular students, while the number of out-students has increased by one. It will be observed that the fourth-year class is unusually small this year. This is due to the smallness of the third-year class of the previous session. The present third-year class contains 64 students, and there is accordingly good ground for hoping that next year the college will have regained its usual numerical strength. The second-year class, owing to the readmission of failed students, is so large that it has been found necessary to divide it into two sections for convenience of teaching. This occupies more hours of the professors' time, and renders it somewhat more difficult to make a satisfactory distribution of subjects to each professor, but each individual student gets much more attention paid to him The first-year class is also divided into two sections.

"Of the 93 students of the second-year class, 86 have elected to take up chemistry and seven psychology at the next F.A. examination. Only one of the seven psychology students is a scholarship-holder.

"Of the 64 regular students of the third-year class, 42 have taken the B, or science course, and 22 the A, or literature course. Eighteen of the science students hold scholarships, and there are four scholarship-holders among those who have elected to take up literature. Of the optional subjects in history, mathematics, and philosophy, which candidates in the A course take up, I find that 16 have selected history and philosophy, five philosophy and mathematics, and one history and mathematics.

"Of the 36 students of the fourth-year class, 28, including 17 senior scholars, have elected to take up the B course, while eight have elected to take up the A course. There are no scholarship holders among the latter. Of the optional subjects in the A course, history and philosophy have been selected by all the eight. This is quite natural, as history and philosophy are far more akin to literature than mathematics.

"Out of a total of 193 students who have had the option of taking up psychology or science, 156 have taken up science and 37 psychology.

"Classifying the students according to the social position of their parents, we have the following results :—

Belonging to the upper classes of society	22
Ditto to the middle ditto	287
Total ...	309

"Classified according to religion there were 291 Hindus, 17 Mahomedans, and one Christian on the rolls on the 31st of March.

"The receipts from fees were Rs. 44,051, against Rs. 48,126 of the previous year. The falling off is to be accounted for by the fact that the average monthly attendance was 293, against 329 in the previous year. The gross expenditure of the General Department was Rs. 92,128, against Rs. 94,089 in the former year. The cost of the department to the State was therefore Rs. 48,077, against Rs. 45,963 in the previous year. The reduction of Rs. 1,961 in the gross expenditure of the department is due to the appointment of officers in lower grades to officiate for officers in higher grades. The cost to Government of the education of each individual student is Rs. 190, against Rs. 156 in the previous year. This is calculated on the average daily attendance, which in the year ending the 31st of March 1877 was 252, while in the previous year it was 293.

"No formal examination was held of the students of the third-year class, as the professors spoke well of their work. The first-year class was examined as usual, but it was not found necessary to deprive any students of their scholarships. The college sent up 115 candidates to the F.A. examination and 64 passed successfully, 11 being placed in the first division, 33 in the second, and 20 in the third. Of the 51 students who failed to satisfy the examiners, 36 were rejected in English, 27 in the second language, 16 in history, 23 in mathematics, 8 in logic, 28 in chemistry, and 5 in psychology. Upon the result of this examination six senior scholarships of the first grade and 10 of the second grade were awarded to

the successful candidates from this college. The Gwalior medal was awarded to Amulya Churn Mitter.

"The college sent up 79 candidates to the B.A. examination, of whom only 46 passed; of these 18 were placed in the first class, 22 in the second class, and 6 in the third class. Of the 33 who failed 16 were rejected in English, 20 in mathematics, 4 in the second language, 16 in chemistry, 5 in physical geography, and 7 in physical science.

"The Eshan and Vizianagram University scholarships were awarded to Chandra Sekhar Sarkar, a graduate of this college in the B.A. examination, and the following graduates were elected foundation scholars:—

Haran Chunder Mookerjee	Physical Science.
Sasi Sekhur Banerjee	Ditto.
Brojo Gopal Bagchi	Mathematics.
Jogendro Chunder Basu	Ditto.
Haradhone Nag	English.
Upendro Nath Mookerjee	Mathematics.
Byomkes Chakravarti	Ditto.

"The honor classes of the present year contained on the 31st of March 15 graduates, 3 of whom were studying English, 7 mathematics, and 5 physical science.

"Fourteen candidates went up from this college in February for honors in Arts, of whom 10 were successful. The classes attained, and the subjects taken up, are specified in the following table:—

Honor Students.

Name.	Classes in which passed.	Subject.
Nilkant Mazamdar	I	English.
Debendro Nath Basu	I	Ditto
Dwijadas Dutta	II	Ditto.
Sarat Chandra Ghosh	II	Ditto.
Triguna Churn Sen	III	Ditto.
Bepin Behari Gupta	I	Mathematics.
Durgadas Basu	II	Ditto.
Surendronath Das	II	Ditto.
Annada Prosad Basu	III	Ditto.
Upendranath Bagchi	II	Physical Science.

"Six candidates appeared at the M.A. examination. 2 taking up English and four physical science. Both the candidates who took up English passed; all those who took up physical science failed.

136. *Sanskrit College.*—This is an Anglo-Sanskrit Institution. The Sanskrit studies are carried to the M.A., and the English studies to the F.A. course of the Calcutta University. The college is also open to such as may wish to pursue the study of Sanskrit exclusively.

137. On the transfer of Baboo Prasanna Kumar Sarvadhikari to Berhampore in March 1877, Pundit Mohesh Chandra Nyayaratna was appointed to officiate as Principal. The staff of the college further consists of two English lecturers, both of whom have been recently appointed, and two Professors of Sanskrit. The number of pupils at the close of the year was 34, which makes an increase of 10 over the number of the last and few preceding years. The pupils of the first and second-year classes, and of the honor class, pay fees at the rate of Rs. 5 a month; those of the third and fourth-year classes read all their subjects (excepting Sanskrit) at the Presidency College, where they pay full or half fees, according as they are or are not scholarship-holders. The income from fees amounted to Rs. 1,192, and from the Government grant Rs. 17,743, making a total outlay for the college department of Rs. 18,935. There was an increase of Rs 160 over the fee receipts of the previous year; but the promotion of the Officiating Principal to the fourth grade of the Education Department caused a net increase of Rs. 2,578 in the cost of the college to Government.

138. The transfer of Baboo Prasanna Kumar Sarvadhikari was felt as a loss to the college, which has generally succeeded well in the examinations of the University. It is to be regretted, however, that the results of the last examination cannot be so favourably reported. Of eight candidates at the First Arts examination only one passed in the third division. Of the other seven, all failed in English, six in mathematics, and six in psychology; as many as three failed even in Sanskrit. It is to be hoped that the new system of instruction will secure the college against similar failure in future. The two students (out of four candidates) who passed the B.A. examination were credited to the Presidency College. At the M.A. examination three candidates appeared—one for the ordinary degree and two for honours. All passed, and one of them, Haraprasad Bhattacharjya, was placed in the first class.

139. *Hooghly College.*—Mr. Griffiths continued to officiate as Principal of the college during the year. On the departure of Mr. Rowe on leave in May 1876, Mr. Cantopher was appointed to officiate temporarily as Professor; and subsequently, in January 1877, Mr. Rogers was transferred to the college from Patna. The graded staff of the college now consists, besides the Principal, of Mr. Rogers, Dr. Watt, and the Revd. Lal Bihari Day, who was promoted to the fourth class of the graded service in August 1876.

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140. The following statement shows the number of students in each class of the college on the 31st March for the last four years :—

	1874.	1875	1876.	1877.
4th year class	11	12	12	11
3rd " "	12	9	8	33
2nd " "	38	40	63	59
1st " "	32	52	46	60
	93	113	129	163

This very satisfactory increase, which is most conspicuous in the first and third-year classes, is due partly to the large number of candidates from the schools of the neighbourhood who passed the last Entrance examination, and partly to the great success of the college at the First Arts examination, and the recognised strength of the college in teaching the subjects for the B A. degree. In the previous year, of 11 candidates that passed the First Arts examination only 8 joined the third-year college class ; in 1876 30 students of the college passed that examination, and all joined the third-year class, in addition to three outsiders.

141. Only the B course is read for the B.A. degree, botany being the optional subject selected. Of the 119 students in the first and second-year classes, 106 read Sanscrit, 3 Arabic, and 10 Persian. In the whole college one student is a Christian, 22 are Muhammadans, and 140 Hindus.

142. At the First Arts examination, out of a class of 63 students, 55 paid their fees for examination, and 53 presented themselves, of whom two were subsequently turned out for unfair practices. Of the remaining 51, 30 passed—one in the first division, 14 in the second, and 15 in the third. The remainder failed generally in English and the second language; but the subjects of mathematics, chemistry, and logic, also contributed their share. Each plucked candidate failed on an average in 3½ subjects.

For the B A examination 16 candidates appeared and 10 passed—5 in the first division and 5 in the second. The Laha graduate scholarship of Rs. 25 a month was awarded to W. H. Thomson, of this college, who passed in the first division.

Two students appeared for honors in botany, and both passed ; one in the second and one in the third division.

143. From the 1st January 1877 the rate of fee payable by students of the college was raised from Rs. 5 to Rs. 6 a month. This change during the last quarter of the year, coupled with the increase in the number of students, contributed to raise the total fee-income of the college from Rs. 7,484 in 1875-76 to Rs. 9,058 in 1876-77. The total expenditure of the college has fallen from Rs. 46,170 to Rs. 38,950, owing chiefly to the appointment of Mr. Griffiths, a third grade officer, as Principal in succession to the late Mr. Thwaytes, who was in the first grade ; but partly also to the substitution of an ungraded officer to officiate for Mr. Rowe, and also to the exclusion for this year of the charge for the hostel, amounting to Rs. 709.

144. The foregoing statement of expenditure does not include the cost of the botanical garden attached to the college, which amounted to Rs. 1,138 for the year. Great improvements have been made in this garden during the past twelve months. Dr. Watt reports that it " has made considerable progress ; it is now systematically laid out in beds 3 feet by 30 feet, containing over 1,000 plants. Although by no means complete, the collection has been most useful as affording a means of practical study. We are greatly indebted to Dr. King, of the Howrah Botanical Gardens, for a very large collection of plants. We have commenced to collect and preserve the seeds of plants with the view of being able to supply the schools. The officiating Curator, Baboo Purna Chandra Shaha, has been confirmed as Curator." The new laboratory, though not yet completed, has afforded very great facilities for scientific study ; but Dr. Watt deplores the delay that has taken place in the supply of chemical and other stores, which has been found to be most prejudicial. A special grant of Rs. 1,000 was made during the course of the year for the purchase of books on botany and physical science for the college library. A certain number of books have been supplied from England ; others are expected.

145. Of the Hindu hostel attached to the college a much more favourable report can be given than was found possible in the previous year. The number of lodgers has increased from 10 to 41, of whom 2 are teachers, 18 students of the college, and 21 of the collegiate school. The Principal attributes its greater success to the following causes—the increase in the attendance at the college ; the allowance by Government of head-money at the rate of eight annas a boarder ; the reduction of the boarding-fee from Rs. 4 to Rs. 3 a month ; and the growing appreciation by parents and guardians of the advantages of a hostel

The Muhammadan hostel contains 81 boarders, of whom 17 are free. It is open to students of the college and the collegiate school, besides those of the madrassa. The hostel was carried on during the year under the superintendence of one of the moulvies of the collegiate school ; he has since been removed, and one of the English teachers of the school, a Muhammadan, has been put in his place.

The gymnastic class is less popular than before : the number of pupils has fallen from 60 to 37.

146 The college building and its out-offices require thorough repair. Many of the beams are condemned, and the building will be handed over to the Public Works Department next cold weather Repairs are also to be undertaken for the Muhammadan hostel.

147. *Dacca College.*—At the beginning of the year the graded staff of the college consisted of Mr Ewbank, the Principal, Mr. Webb and Mr. Archibald. On Mr. Webb's transfer to Calcutta in April, Mr. Behrendt, Assistant Professor, officiated as Professor of English until October, when he was transferred to Patna and replaced at the Dacca College by Mr Stack, who was appointed to the fourth class of the Educational Department on the 19th October 1876. The staff further consisted of Mr. Livingstone, Assistant Professor; of Baboo Mathuranath Chatterjea, lecturer in mathematics; and Baboo Preonath Bose, lecturer in chemistry.

148. The strength of the college has decreased by one student compared with the previous year The following table shows the comparison for four years, excluding out-students :—

	1874.	1875.	1876.	1877
Honor class	3	0	0	0
4th year "	13	15	9	5
3rd " "	16	8	11	12
2nd " "	44	49	56	45
1st " "	40	58	53	66
	116	130	129	128

The absence of advance, notwithstanding the increase in the number of first-year students, is due to two causes, namely, the small number that succeeded in passing the First Arts examination, and the fact (unexplained in the report of the Principal) that less than half the students of the previous third-year class joined the fourth-year class at the beginning of 1877. Further, it is not stated what became of the large number of students who failed in the First Arts examination of December 1876. They are not to be found in the new second-year class, the strength of which is even smaller than might have been anticipated from the ordinary promotions of the first-year class.

149. The results of the First Arts examination were unsatisfactory. Out of 43 candidates only 12 passed, none in the first division. Of the 31 that failed, as many as 28 failed in English, from 20 to 22 in each of the subjects of Sanskrit, history, and mathematics, and 18 in chemistry. Each of the unsuccessful candidates failed on an average in four subjects.

For the B.A. examination seven candidates appeared and three passed. All the others failed in English.

For the M A. examination two candidates appeared—one in English, who failed, and one in mathematics, who passed.

150. The fee receipts for the year amounted to Rs. 7,950, against Rs. 7,587 in the previous year. The total expenditure amounted to Rs. 35,068, that of the previous year having been Rs. 33,088. The increase in expenditure is due to the annual increments in the salaries of the three graded officers.

151. The college possesses two private scholarships—one of Rs. 5 a month, founded by Rajah Jadu Bhushan Deb Roy; and the other of Rs 16, founded by the Rajah of Cooch Behar. It has also two prizes annually competed for by the students of the college,—the Lewis prize for the best English essay, and the Donnelly prize in history. Dr. D. B. Smith also offered a prize of Rs. 100 for the best essay on "Dacca, past and present."

152. The number of pupils of the college and collegiate school is now twice as great as that for which the building was originally designed, and the utmost inconvenience results from its present overcrowded state. Some of the classes are taught in godowns, and there is no proper accommodation for the library After various projects for enlarging or rebuilding the college, it has been found that the most economical plan would be to purchase an adjoining house, the cost of which, with needful repairs, is estimated at Rs. 30,000. A sum of Rs. 10,000 has been already subscribed for this purpose, and if (as is expected) an additional sum of Rs. 5,000 can be collected, it is hoped that Government will contribute an equivalent sum of Rs. 15,000.

153. The gymnastic classes are still maintained with the vigour which has been for many years traditional in Dacca, though the number of students attending them has fallen off. There were on the 31st of March 1877 60 students from the college and from outside schools, against 82 in 1876 The annual sports were held at the close of the year; the Commissioner, the Magistrate and indeed most of the gentlemen of the station, officiating as stewards. Maclaren's course of exercises was followed, and about 50 prizes were awarded, half of which fell to the share of the college boys and half to outsiders. The senior champion for the year was declared to be Basanta Chandra Deb, of the Pogose school, and the junior champion Baradi Kanta Banerjee, of the collegiate school.

The college also maintains its reputation in the cricket field. A team of the college cricket club, 16 in number, consisting of present and past students, have played an eleven of the station twice during the year On one occasion the station was beaten in one innings. "The Bengali players," writes Mr. Ewbank, "field very well, and they stand up pluckily to swift bowling without any protection in the shape of pads." The athletic proclivities of

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the Dacca boys are a most hopeful sign of progress in what is commonly regarded as the weakest side of Bengali character; and if the comparative failure of the students of this college in the field of learning turned out to be due to their fondness for manly sports, I should not regard it as matter for deep regret.

154. *Kishnaghur College.*—On the opening of the fourth-year class in January 1877 Baboo Nilkanta Sarkar, M.A., who had taken mathematical honors in the previous year, was appointed to be second lecturer, in accordance with the orders of Government of the 15th November 1875. Up to the end of the previous session the staff of the college had consisted of Mr. Lethbridge, the Prinicipal, Baboo Umesh Chandra Dutt, and Baboo Barada Prasad Ghosh, lecturer in physical science.

155. The restoration of the B.A. classes to this college has proved to be a singularly successful measure. The number of pupils has increased within the year under report from 64 to 114. The following statement shows the distribution of the students in the several classes :—

	1876.	1877.
4th year class		7
3rd " "	6	14
2nd " "	41	31
1st " "	17	62
	64	114

The great popularity of the college, caused by the addition of its B.A. classes, is shown not only by the large number of students who joined the first-year class in January, but still more by the accession to the second-year class of 14 students from other colleges, in addition to the 17 promoted from the previous year.

156. At the First Arts examination, of 33 students who presented themselves 20 passed, the highest proportion attained by any college in Bengal. Of the 13 who failed, as many as 10 failed in history—a fact which deserves the attention of the Principal.

157. The fee receipts advanced from Rs. 3,220 in 1875-76 to Rs. 4,220 in 1876-77. On the other hand, the total expenditure of the college increased from Rs. 17,211 to Rs. 23,721. The increase is explained by the extra salary paid to the Principal on promotion to the second grade, by the appointment of a second lecturer, and by the exceptional savings of the previous year caused by Mr. Lethbridge's leave to Europe for six months without the appointment of a substitute.

158. The college teaches, for the B.A. degree, only the science course prescribed by the University. It is therefore to be regretted that a most injurious delay has taken place in providing the college with scientific apparatus adequate to its needs. This question has been the subject of much correspondence and some misunderstanding, but at length sanction has been accorded to the provision of the needful supplies. Meanwhile the students of the fourth-year class, who began their scientific studies in January 1876 in the hope that the means of prosecuting them would shortly be supplied, have been compelled to read their text-books without the advantage of experimental illustrations. It is needless to dwell on the worthlessness of scientific study carried on under such conditions The officiating Principal, applying himself to a more practical side of the question, points out that the results of the forthcoming examination will be no fair test of the work done by the lecturers in science, and that the scheme now on its trial must not be judged by these results.

159. The endowment fund of the college, now deposited in the treasury, has reached the total of Rs. 41,890. Of this amount Rs 40,000 is to be expended in the purchase of Government securities, to be held in trust for the benefit of the college by five trustees, of whom two will be the Magistrate and Collector of Nuddea and the Principal of the college for the time being, and the other three, elected by the subscribers, are Rai Jadunath Rai Bahadur, Baboo Prasanna Kumar Basu, and Baboo Mritunjay Ray. The remainder of the endowment fund will be made over to Government in aid of the purchase of scientific apparatus for the college.

160. *Berhampore College.*—Mr. Bellett was in charge of the college up to nearly the close of the year, when he was transferred to the Rajshahye Inspectorship and was succeeded by Baboo Prasanna Kumar Sarvadhikari Baboo Haridas Ghosh is the Assistant Professor.

161. The number of students has advanced from 25 in 1875 and 31 in 1876 to 37 on the 31st March 1877. Of these 24 are in the first-year and 13 in the second-year class. Of the 24 new students only 11 were contributed by the two higher class schools of Moorshedabad; the rest came from neighbouring districts

The total cost of the college has fallen slightly, from Rs. 20,206 to Rs 20,046. The fee receipts have advanced from Rs. 1,527 to Rs. 1,756.

162. The question of raising the college to its former status by the restoration of the B.A. classes has been re-opened during the past year The loss of the donation of Rs. 40,000, formerly offered by Rai Luchmiput Sing, Bahadoor, has made it a matter of extreme difficulty to carry out this proposal. Further, the small number of students that pass the First Arts examination from this college—4 in December 1876 out of 15, and 2 in December 1875—seems to prove that it would be a waste of power to restore the college to its original strength. The chief result would be an excessive increase in the cost to Government

of each student's education; while the efforts of those interested in the permanence of the college should be chiefly directed towards reducing that cost. I learn, however, that while it is likely that subscriptions to some considerable extent would be forthcoming if the B A. classes were restored, yet that the proposal to increase the local subscription in order to maintain the college on its present footing meets with no response. In other words, the local feeling in favour of a college teaching only the First Arts course is weak; the desire for a full college is strong, but it could only be carried out efficiently at an excessive cost to Government. The arguments in favour of maintaining the college do not appear weighty.

163. There is a hostel attached to the college. The average number of inmates for the year has been about 9, and the cost of maintenance has been Rs. 1,176. It is not stated what the receipts have been If each boarder paid at the rate of Rs. 11-8 a month, the institution would have been self-supporting, otherwise not.

Ray Annada Prasad Rai, Bahadur, of Cossim Bazar, pays Rs. 23 a month towards the schooling fees of poor students.

The gymnastic master has had an attendance of 30 boys during the year.

164. *Patna College.*—Mr. McCrindle continued in the office of Principal throughout the year. The graded staff further consisted of Mr. Willson, and of Mr. Rogers, who was transferred to the Hooghly College in January 1877. The rest of the work was undertaken by Mr. Behrendt, who was on duty for some months at Dacca, when Mr. Phillips, head-master of the collegiate school, officiated for him; and by Dr Prasanna Kumar Roy, who, shortly after his arrival from England, where he had taken honours in philosophy and science at the London University, was appointed Assistant Professor at the Patna College, in which capacity he teaches all the science subjects.

165. The number of regular students of the college has varied little during the last few years. On the 31st March 1876 there were 78 with 14 out-students; at the close of 1877 there were 80 with 27 out-students. They are thus distributed:—

	1876.	1877.
4th-year class	10	5
3rd " "	4	8
2nd " "	33	27
1st " "	31	40
	78	80

There are also three out-students in the fourth-year class, and 24 in the second-year. Mr. McCrindle speaks well of the quality of the students in all the classes except that of the second-year, but the small number of students in the B.A. classes is much to be regretted. That there are only five students in the fourth-year class is due to the heavy failure of the students at the First Arts examination of December 1875. At the examination of 1876 also the college was not very successful; and of those who passed, nearly one-half joined other colleges, thus seriously reducing the number of those who should have formed the present third-year class. It may also be noticed that the number of students of the second-year class is not nearly as great as might have been expected from the strength of the previous first-year class, and from the numerous rejections at the First Arts examination of December last.

166. At the First Arts examination 32 candidates appeared, of whom two were turned out for copying. Of the remaining 30, 13 passed. Of the two candidates that were placed in the first division, Digambar Chatterjea gained for his college and for himself the distinction of passing at the head of the list. He has since transferred himself to the Presidency College. Every one of the 17 unsuccessful candidates failed in the second language, chiefly in Arabic and Persian, which are the languages mostly read in this college. The candidates were particularly successful in the subject of mathematics, in which only eight failed.

167. At the B.A. examination 13 candidates appeared and 5 passed, of whom 3 were in the first division The other 8 all failed in English. In mathematics only 4 failed, and in chemistry only 2; there were no failures in any other subject. Mr. McCrindle states that he was not surprised at the general failures in English. Notwithstanding constant practice in composition, the acquaintance of the Behar students with the grammar and idioms of the English language was of a precarious kind throughout. There is no doubt that Beharis, who seldom speak English in their own homes, stand at a disadvantage in this subject compared with Bengalis. Of the five that passed the B.A. examination, only two were natives of Behar. The Principal states that he has largely extended the practice of composition in the college classes, and that weekly exercises in translation and weekly recitations from memory in prose and verse are now exacted from all students. This practice should have the best effect in forming habits of readiness and accuracy in expression.

168. Of the 107 students (including out-students) on the rolls of the college, 56 are Beharis, 50 Bengalis, and 1 Eurasian. In the previous year, out of 92 students 51 were Beharis. The number of native students has not, therefore, increased in the same proportion as that of resident foreigners. Of the 40 students in the new first-year class (of whom, nevertheless all but three came from schools in the two divisions of Behar), as many as 21 are Bengalis. These facts show, as was also pointed out in the report for the previous year, that the Patna College is maintained quite as much for the benefit of the Bengali official residents in Behar as for that of natives of the province. That out of a population of 20

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millions only 50 Behari boys should be found in the Patna College shows how much more backward in the matter of higher education this province is than Bengal, and shows also how desirable it is to extend the means of securing that higher education. It is a grave political disadvantage that the number of Behari candidates who obtain the B.A. degree each year is so small—14 in four years—that Bengalis have to be imported in large numbers to carry on the ordinary duties of professional life and civil government The remedy seems to lie in increasing the number of scholarships, so as to enable a larger number of students who succeed in passing any lower examination to prosecute their studies to a higher standard. For example, from the schools of the Patna division alone 36 candidates passed the last Entrance examination Of these only 26 joined the college, 18 of these with scholarships. The other ten candidates might have been induced to join the college had scholarships been open to them; and when the numbers are so small, an addition of even ten is worth securing. It is to be regretted that in 1874 the number of junior scholarships allowed to the division of Patna was reduced from 21 to 18. The same arguments apply to increasing the number of minor and vernacular scholarships tenable in zillah schools, so as to enable more students to read for the Entrance examination. It is quite open to Government to declare that the junior scholarships allotted to Patna division (and in a less degree to Bhagulpore) are intended mainly for the benefit of Behari students; and that Bengali residents, except in cases of unusual merit, are not entitled to any scholarships other than those which may not be taken up by natives of the province.

169. The fee income of the college amounted to Rs. 5,121, being a little above that of the previous year. It is due to raising the rate of fee from Rs 5 to Rs. 6 with effect from the beginning of the session of 1877. The total expenditure fell from Rs 42,297 to Rs. 39,158; but, excluding a charge of Rs. 3,808 for scientific apparatus in the previous year, the regular expenditure of the college shows an increase of Rs. 668, chiefly due to the annual increment in Mr. Willson's pay

170. The hostel has not been very successful. The average number of inmates during the year was 31, and at the date of report 36, of whom 28 are Bengalis and 8 Muhammadans. Not a single Hindu of Behar consents to live in the hostel; students of this class are apparently afraid of some violation of their traditional customs. The fee income amounted to Rs. 676, the Government subsidy to Rs. 666, and the total income fell short of the expenditure by Rs. 133, a deficit which is to be made good from surplus schooling fees.

The gymnastic class was carried on with moderate success at a cost of Rs. 323.

One hundred volumes have been added to the library, which is still deficient in scientific works and Oriental literature.

171. *Cuttack College.*—During 1876 the staff of the college consisted of Mr Ager, the Principal, Babu Abinash Chandra Chatterji, B.A., Professor, and a lecturer in chemistry. Upon the opening of the fourth-year class in January 1877 the college was raised to its sanctioned strength by the appointment of Babu Lakshmi Narayan Das, M.A., as Assistant Professor, and of Babu Sasi Bhushan Dutt, M.A., as lecturer in literature. The college staff now consists of the following officers :—

	Rs
Principal	450
Professor	200
Lecturer in Chemistry	125
Assistant Professor ...	250
Lecturer in Literature	150

172. The numbers in the college classes are here given :—

	1876.	1877.
4th-year class	0	5
3rd " "	6	2
2nd " "	6	11
1st " "	5	18
	17	36

By the large number of admissions to the first-year class after the last Entrance examination, the strength of the college classes has been more than doubled. It is satisfactory to find that a first-year class of five students has now increased to a second-year class of 11 by admissions from other colleges. The weakness of the third-year class is due to the fact that out of five students who presented themselves at the First Arts examination only two passed. Two of the candidates failed in the second language, but only one in each of the subjects of English and mathematics—a result which is so far satisfactory

173 The college is well provided with scholarships Besides the two senior and ten junior scholarships awarded annually on the results of the First Arts and Entrance examinations, there are two Mayo scholarships of the value of Rs. 20 each, two Dhankanal scholarships of Rs. 10, and one Mohurbhunj scholarship of Rs 7. There is also a Prince of Wales' scholarship limited to candidates from the Balasore zillah school, which has not yet been taken up. Of the Government scholarships, those of the junior grade were awarded—seven to students from the Cuttack collegiate school, and three to students from the Pooree zillah school. Only one of the two senior scholarships was awarded, and this was gained by an

Uriya student of the college. Out of 36 students in all, 24 are holders of private or Government scholarships. In order to keep the Government scholarships in the province for which they were intended, it has been ruled that any student of the college who gains a senior scholarship must hold it in the third-year class of this college, and that he cannot transfer it to Bengal. The Principal reports that the number of Uriyas holding scholarships is increasing; the Bengali students, however, are still in the majority, numbering 21 out of the 36 on the rolls. The college contains only one Muhammadan student.

174. With the increase in the teaching staff, the cost of the college advanced within the year from Rs. 5,432 to Rs. 9,368, not including the cost of chemicals and apparatus which were supplied during the last year. The fee receipts increased from Rs 812 to Rs. 1,166, and the guaranteed local subscriptions amounted to Rs. 3,000. Hence the net cost of the college to Government was Rs. 5,202; the total grant being Rs. 9,000, of which Rs. 6,000 was the amount of the former Government grant to the high school.

175. *Midnapore High School*—The collegiate staff consists of Babu Gungadhur Acharjya, assisted by the second and third masters of the high school and by the head pundit. All have done very creditable work during the year, and are spoken of in high terms of praise by Mr. Harrison, the Vice-President of the district committee. The number of pupils, which in 1875 was 12, is gradually increasing, as shown below :—

	1876.	1877.
2nd-year class	7	10
1st „ „	9	8
	16	18

176. Five candidates appeared at the First Arts examination and three passed, one in each division—a very successful result. The other two candidates failed in each of the subjects of Sanskrit and mathematics; all passed in English, in history, and in logic. Two of the candidates obtained senior scholarships, which they hold at the Presidency College and the General Assembly's College in Calcutta. Besides four Government scholarships that are held in the high school, there also four local scholarships, granted by the zemindars of Mohesadal and Narkol and by the Midnapore Municipality

177. The college department, established in 1873, costs nothing to Government beyond the old grant of Rs. 3,000 to the school department. The expenditure on the college department was Rs. 5,040, thus provided :—

	Rs
Interest on invested funds	2,824
Annuity of Babu Nabin Chandra Nag, ...	730
Fees and fines (including Rs. 374 transferred from the school department) ...	1,486
	5,040

178. *Bauleah High School.*—Babu Hara Govinda Sen is the head-master; the college classes are also taught by the second master, a chemistry lecturer, and the head pundit. The number of pupils has advanced from 26 to 30. It is worthy of note that while more than three-fourths of the population of the district are Muhammadans there is not a single Muhammadan pupil in the college classes. Besides the regular classes there is an attached chemistry class, now attended by 22 pupils. A sum of Rs. 300 has recently been sanctioned from the surplus funds of the school for the purchase of chemical apparatus, in addition to a similar expenditure of Rs. 200 in the previous year.

179. At the First Arts examination 13 candidates appeared, but only 3 passed. Of the 10 unsuccessful candidates as many as 9 failed in English; in other subjects the failures were moderate. Two of the candidates passed in the second division and gained the two senior scholarships allotted to the district.

180. The total receipts of the college department amounted to Rs. 5,961, of which Rs 5,000 was furnished by the Dubalhatti Endowment and the remainder from fees. By the device of charging one-third of the head-master's pay to the school department, the expenditure is returned as Rs. 5,792, so that a slight surplus is shown.

181. For the purpose of establishing B.A. classes in this college local subscriptions to a very large amount have been raised. With the aid that is anticipated from Government, it is proposed to appoint a teaching staff costing finally Rs. 1,400 a month. The original proposition for raising the high school to the status of a full college contemplated an extra establishment of Rs. 750 a month, and was based on the belief that one-third of the cost would be subscribed locally; it turns out, however, that over and above the original endowment the local subscriptions are in excess of the amount of the grant which it is necessary to ask from Government. It is hoped that the classes will be opened in January 1877.

182. *Chittagong High School.*—The classes of the high school, which has been extinct since 1871, were re-opened in January 1877. Babu Chandra Mohun Mazumdar, M.A., was appointed head-master, and Babu Raj Kumar Sen, B.A., second master. The seven

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students who passed the Entrance examination from the zillah school joined the first-year class, and the last teacher of the school was granted leave for two years for the same purpose; there are therefore eight students in all.

183. The cost of the extra establishment required for the First Arts classes was estimated at Rs. 7,500 for two years, of which Government consented to pay Rs. 5,000 on condition that the remainder was provided locally. Accordingly, out of the Rs. 10,000 given in 1876 by Babu Golak Chandra Chaudhari for educational and sanitary purposes in Chittagong a sum of Rs. 2,500 was set aside for the high school. As a considerable portion of the sum still remained unspent, the district committee, in March last, resolved to appropriate to the high school a further sum of Rs. 5,124, originally reserved for minor scholarships, for a gymnasium, and for a dispensary at Cox's Bazar. With this money, if assisted by Government aid to an equal amount, the existence of the high school might be protracted for a further period of two years; but it is evident that unless local enthusiasm succeeds in eliciting further contributions from the wealthy residents of Chittagong, the high school must shortly come to an end. Should it prove successful in its early years, the fear of losing what they have learned to value may possibly induce the inhabitants to make further efforts to secure its permanence.

184. Complaints are made of the small accommodation which the present building affords the high school; but while the future is uncertain, it would not be advisable to incur expense in making additions to the school-house.

185. *Rungpore High School.*—The first-year class was opened in January last in accordance with the provisions of Sir Richard Temple's Minute of the 30th August 1875, the condition being that at least six students should be found willing to join. As many as 17 students, however, took their admission into the first-year class; of these, 10 came from the district of Rungpore, 2 from Bogra and Dinagpore, and 5 from Nuddea and Hooghly—these last being evidently sons of officials or others domiciled in Rungpore. It would even have been possible to open a second-year class, as four boys from Dacca College expressed their desire to transfer themselves to Rungpore to read for the First Arts examination in December next. This proposal was not sanctioned.

186 Babu Chandra Mohun Bhattacharjea, the head-master of the zillah school, has been confirmed in the appointment of head-master of the high school on a salary of Rs. 200 a month. A third master on Rs 125 a month has also been appointed; and when the second-year class is opened, it will further be necessary to appoint a second master, in completion of the staff for the college department. Of the total expenditure on this department, one third is to be contributed from local sources and two-thirds by Government.

187. A special class was opened during the year for Muhammadan pupils, Rs. 800 being assigned from the Mohsin Fund for the appointment of a head and second moulvie, as well as for the payment of two-thirds of the fees of Muhammadan pupils. It is, however, worthy of note that only a few of the Mussulman students desire to read Persian or Urdu. The majority prefer to read Bengali with the pundit, rather than their own classics with the moulvie, and some Muhammadan pupils of the first-year class have even taken up Sanskrit for their second language at the F. A. examination. The same indifference to the Oriental classics is reported of many of the pupils of the Dacca madrassa.

188. The district committee and inhabitants of Rungpore evidently take a good deal of interest and pride in the school. The present building is a temporary mat house constructed after the old school-house was burnt down. For the erection of a new school-house a sum of Rs. 19,000 has been subscribed, in addition to Rs. 10,000 contributed by Government. Besides the funds recently subscribed for the establishment of the high school, one senior and two junior scholarships have also been founded for the encouragement of its pupils. The annual examination of the zillah school was very efficiently conducted by Mr. Grierson and the members of the district committee.

189. *General Assembly's College.*—The number of students on the roll on the 31st of March was 219, distributed thus: 78 in the 1st year class, 83 in the 2nd, 43 in the 3rd, and 15 in the 4th. There has been the very large increase of 101 over the number of pupils in the preceding year.

To the First Examination in Arts the college sent up 56 candidates, of whom 27 were successful; one was placed in the first division, seven in the second, and 19 in the third. One of the successful candidates gained a Government senior scholarship.

To the B.A. examination 25 candidates were sent up, and of these 12 were successful, one being placed in the first division, five in the second, and six in the third. Besides these, two ex-students passed, one in the second and one in the third division.

At the M.A. examination two candidates passed, one in History and one in Mental and Moral Science.

The expenditure for the year amounted to Rs. 21,711; this was met with Rs. 7,495 from fees (against Rs. 5,749 in the preceding year), Rs. 4,200 from Government, and Rs. 10,016 from the College Fund.

The college continued under the management of Dr. Jardine, assisted by Mr. Wilson and native graduates of the Calcutta University.

The large increase in the numbers of pupils is demanding increased class room, and the election of the B. course by many of the pupils has obliged Dr. Jardine to open a chemistry class in the 2nd year class.

190. *Cathedral Mission College.*—The number of pupils at the end of the year was 90, against 80 in the preceding year. They were distributed thus: 30 in the 1st year class, 30 in the 2nd, 17 in the 3rd, and 13 in the 4th, of whom 34 were reading the B course and 56 the A course SUPERIOR INSTRUCTION

This college being near the Presidency College, an arrangement exists by which the pupils attend the Physical Science lectures delivered at the latter as out-students.

To the First Arts examination 28 candidates went up and 9 passed; one in the first division, two in the second, and five in the third. To the B A. examination 19 candidates went up and 10 passed, eight in the second division and two in the third.

The expenditure during the year has been Rs. 23,364, and was met by Rs 17,884 from fees and college funds, and Rs. 5,520 from Government.

The Revd. S. Dyson continues as Principal.

191. *Free Church College.*—There were at the end of the year 102 pupils, against 100 in the preceding year. Of these 38 were in the 1st year class, 35 in the 2nd, 12 in the 3rd, and 9 in the 4th; and 8 were reading for the M.A. degree. Of the pupils in the 2nd, 3rd, and 4th year classes, 24 were reading the Science courses.

To the First Examination in Arts 39 candidates went up and 18 passed; one in the first division, five in the second, and 12 in the third. To the B.A. examination 13 candidates went up and eight passed; four in the first division, two in the second, and two in the third. At the M.A. examination one passed with honors in Philosophy.

The expenditure during the year was Rs. 22,440, the fee receipts amounting to Rs. 4,511, Government giving Rs. 5,520, and the balance of Rs. 12,409 being furnished from the college fund.

The Revd W. C. Fyfe is Principal, assisted by the Revd K. S. Macdonald and the Revd J. Hector and by Native professors.

192. *St. Xavier's College.*—The number of pupils at the end of last year was 82, against 58 in the preceding year. Of these, 37 were in the 1st year class, 21 in the 2nd, eight in the 3rd, and 16 in the 4th.

At the First Arts examination, of 10 candidates seven passed; one in the first division, four in the second, and two in the third. One candidate won a scholarship At the B.A. examination, of 12 candidates four passed; three in the first and one in the third division.

The expenditure was Rs. 18,772, of which Rs. 3,600 were given by Government and Rs. 15,172 were received from fees and college funds.

New class-room was supplied during the year. The Revd. E Lafont, S.J., was Principal, and was assisted by a staff of European and Native lecturers.

193. *London Mission College.*—The pupils have increased from 44 to 51; 32 being in the 1st year class and 19 in the 2nd. Chemistry was read by 33 of the pupils.

Of 16 candidates at the First Examination in Arts two passed in the first division, three in the second, and six in the third, and two gained scholarships.

The expenditure was Rs. 12,585: Government contributing Rs. 2,357, and the receipts from fees and from private funds amounting to Rs. 10,228.

The Revd. J. P. Ashton continued Principal.

194. *Doveton College.*—There were 12 pupils on the roll, against 11 in the preceding year

Of five candidates three passed at the First Arts examination, two in the first and one in the second division; and two first grade scholarships were won

The expenditure was Rs 8,096, of which Government gave Rs. 3,000.

The Revd. J. Robertson is the Principal.

195. SPECIAL INSTRUCTION.—This department comprises the subjects of law and medicine, surveying schools, industrial schools, and the School of Art. The general statistics are shown in the following table:— SPECIAL INSTRUCTION

Statement of Attendance and Expenditure in Schools for Special Instruction for 1876-77.

	Number of pupils on the rolls at the end of the year	Average daily attendance.	Christians.	Hindus	Muhammadans	Others.	Expended from Government	Expended from other sources.	Total expended.
							Rs A P	Rs A. P.	Rs A P
Government Law Schools									
Presidency College	155	139		150	4	1		16,128 5 3	16,128 5 3
Hooghly "	21	11		19	2		1,455 0 0	945 0 0	2,400 0 0
Krishnaghur "	9	2½	1	8				175 0 0	175 0 0
Dacca "	16	11		16			1,133 0 0	1,267 0 0	2 400 0 0
Patna "	21	14		17	4		638 0 0	1,762 0 0	2,400 0 0
Total	222	177½	1	210	10	1	3,226 0 0	20,277 5 3	23,503 5 3
Civil Engineering Department, Presidency College	124	123	6	116	2		21,687 1 4	9,712 9 0	31,399 10 4
English Department, Medical College, Calcutta	176	285	53	117	4	2	1,44,357 10 1	15,162 11 3	1,59,520 5 4

SPECIAL INSTRUCTION.

Statement of Attendance and Expenditure in Schools for Special Instruction for 1876-77—(concluded).

	Number of pupils on the rolls at the end of the year	Average daily attendance.	Christians	Hindus	Muhammadans.	Others.	Expended from Government	Expended from other sources.	Total expended
Government Medical Vernacular Schools							Rs A. P	Rs. A P	Rs. A. P.
Sealdah ..	391	290	...	384	5	2	27,384 0 0	15,332 0 0	42,716 0 [illegible]
Patna	193	185	1	51	141	.....	29,490 8 4	381 15 3	29,872 7 7
Dacca	217	142		243	4	.	18,805 3 11	8,140 8 0	26,945 11 11
Cuttack	31	28	5	25	1	. ...	2,791 7 0		2,791 7 0
Total ...	862	645	6	703	151	2	78,471 3 3	23,854 7 3	1,02,325 10 6
Government Survey Vernacular Schools.									
Hooghly	41	37	..	40	1	.. ...	566 3 10	492 8 0	1,058 11 16
Dacca	45	32		40	5	... ..	1,618 0 8	477 0 0	2,095 0 8
Patna	45	31		23	22	...	1,636 12 6	433 1 6	2,069 14 0
Cuttack	28	15	1	27	. .		1,714 15 8	161 0 0	1,875 15 8
Total	159	115	1	130	28		5,566 0 8	1,563 9 6	7,129 10 2
Government School of Art, Calcutta	119	83		114	3	2	17,362 15 6	3,686 6 3	21,049 5 9
Government Technical Schools									
Ranchi	20	16	17	2	...	1	413 10 3	361 7 9	775 2 0
Dacca	18	14	.. .	18	...	...	2,245 13 6	1,510 4 4	3,756 10 0
Dehree (two schools together) ...	78	60	27	38	13		16,641 0 0	.....	16,641 0 0
Total .	116	90	44	58	13	1	19,300 7 9	1,871 12 1	21,172 12 0

196. From the return of attendance for two years it appears that the professions of law, medicine, and engineering have become less attractive to students. Each of these professions in fact is overstocked. In 1873 the number of students in law classes was 421, and the attendance in these classes has fallen steadily ever since. Graduates of the University, men who have taken the degree of B.L. and been duly enrolled as pleaders, find after months or years of waiting that there is no work for them to do, and no prospect of any, the native bar, both in the metropolis and in the mofussil, being overcrowded. The number of qualified lawyers who abandon their profession and seek for service in the educational and other departments of Government is yearly increasing. The proposed increase in the number of moonsif's appointments would afford immediate relief to this class; but the natural effects would follow: the law classes would again be crowded, and in a short time the block would recur. In the medical profession the circumstances are much the same. The students now admitted into the Medical College are a more highly educated class of men than their predecessors, the qualifying standard for admission having been raised. But the first batch of students who entered the Medical College with the F A. certificate are still under training; and meanwhile the number of licentiates who pass the University examination every year is much in excess of public requirements. There is a large and increasing number of candidates for Government service whom it is not possible to employ; while at the same time the private demand, though increasing, is not increasing at a rate sufficient to absorb the supply. Still, though the medical profession is overstocked, the surplus will sooner or later find employment. If the present rate of admission into the Medical College be maintained, the number of licentiates will not be sufficient to satisfy the demand. On the whole, the medical profession, notwithstanding temporary difficulties, appears to offer fairer prospects than the legal.

197. The students passing out of the Calcutta Engineering College are in nearly the same position. The number of those qualified for employment is far above the demand. But it may be hoped that this difficulty also is a transient one. The Public Works Department has hitherto been practically the sole employer of qualified engineers; but the district establishments in Bengal have now opened up another field, and the surplus is being to some extent absorbed therein.

198. The vernacular, medical, and surveying schools in different parts of Bengal are prospering, and no fears need be entertained about their final success. These, however, attract a different class of the community, belonging to a somewhat lower social stratum. Their success in no way lightens the difficulties of the middle classes in their search after a professional career; it rather increases those difficulties. The pupils of the vernacular schools of medicine will no doubt in course of time spread widely the knowledge of, and the desire for, English medical treatment, and thus prepare the way for the more extensive employment of University graduates. But meanwhile they will occupy many of the positions which the

medical graduate has hitherto claimed as his own, in dispensaries, tea gardens, and the like. In the same way, the surveyors trained in the vernacular schools will thrust out of the field the less successful pupils of the Civil Engineering College, who have hitherto been able to monopolise inferior posts in which a knowledge of surveying is required. SPECIAL INSTRUCTION.

199. For the middle professional classes, therefore, the outlook is not encouraging. The corresponding classes in England, when they find the liberal professions and the public service overstocked, take to business or manufacture. But for these pursuits (putting aside the calling of clerks and artisans) capital is generally required, and the professional classes in Bengal are miserably poor—much poorer, it is certain, than the corresponding classes in England. It is not want of enterprise, but want of capital, that is at the root of the present difficulties. Large towns, such as Calcutta and Dacca, furnish sufficient examples of the fact that when capital is forthcoming, mercantile enterprise is not wanting. Compare, again, the manufactories of England with those of India, including among the latter those set up by European capital. The former are so abundant that a special class of institutions, such as the Government School of Mines and the Practical Science Classes at South Kensington, are maintained in order to supply the necessary supervising agency. In India, while the few technically instructed overseers now employed are brought from Europe, the demand for such men is probably not great enough to justify Government in setting up similar institutions for giving practical and scientific instruction to the natives of the country. Yet, unless Government undertakes the task, the natives of Bengal will be permanently excluded from that field of labour Such schools are very costly, and we cannot safely trust to private enterprise to set them up.

200. LAW —The Government colleges to which a law department is attached are five—namely, the Presidency, Hooghly, Dacca, Patna, and Kishnaghur Colleges. Compared with the previous year, there has been a loss of 9 students, the Presidency losing 20, Patna 5, and the others gaining a few each. Receipts from fees, &c, have decreased, while Government expenditure has more than doubled. Muhammadan pupils increased from 5 to 10.

201. LAW EXAMINATION.—At the B.L. examination there were 76 candidates, of whom 56 passed, as shown below, against 54 out of 83 in the preceding year:—

B.L. Examination, 1877.

COLLEGES.	Number of candidates.	Number passed in— First division.	Second division.	Total.
Presidency	57	4	38	42
Hooghly	4	..	1	1
Dacca	6	1	4	5
Patna	5	1	4	5
Krishnaghur	3	..	2	2
Berhampore	1	...	1	1
Total ...	76	6	50	56

The following are extracts from the reports of the Principals:—

202. *Presidency College.*—"On the 31st of March 1877 there were on the rolls of the department 155 students, against 175 of the preceding year, as detailed in the accompanying table:—

LAW DEPARTMENT	1874. Regular students.	1874. Out-students.	1875. Regular students	1875. Out-students	1876. Regular students.	1876. Out-students.	1877. Regular students.	1877. Out-students.
3rd year class	45	...	56	.	52	...	32	..
2nd ditto	45	...	57	..	40	...	69	.
1st ditto	80	.	97	...	70	...	39	...
1st year pleadership ...	10	..	4		7	...	6	...
2nd ditto	2	..	11	.	6		9	
Total	182	...	225	...	175	.	155	...

"This shows a falling off of 20 students. This may partly be accounted for by the small size of the 4th year class of the General Department, the students of which usually read at the same time in the 1st year law class. The following table shows the classification of the students according to the social position of their parents or guardians:—

Belonging to the upper classes	11
Ditto middle ditto	144
Total ...	155"

203. *Hooghly College.*—"The law department comprises 21 students, divided into three classes; the 1st year class consists of 8 students, the 2nd year of 12, and the 3rd year

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of 1 student only. The tuition fee paid by the students of the 3rd and 2nd year classes is Rs. 7, and of the 1st year Rs. 5 per mensem. The total amount of fees realized during the year was Rs. 945.

"There were two candidates for the B.L. examination, but neither of them were successful." Of two ex-students, one passed

204. *Dacca College.*—"On the 31st of March 1876 the number of law students was 15, on the 31st March 1877 it was 16, and at the date of the report it is 18

"Four students of the 3rd year B L class and two ex-students went up to the last B L. examination. Of these six, only one, an ex-student, was plucked: the other five were successful in passing the examination. One of the passed candidates stood second in the first division and another stood first in the second division. In December 1876 there was only one student in the 2nd year pleadership class. Ill health prevented this young man from appearing in the last senior grade pleadership examination. Two ex-students, however, went up to the examination, and both of them passed I believe you will agree with me in thinking that the results of the two examinations were highly satisfactory.

"The law library is very much in need of some additional books. Some new commentaries on new laws, a few text-books, and some works of reference should be purchased for the library. The law reports, which are being supplied gratis, with paper covers, require to be strongly bound. Possibly a special grant of money to purchase some law books might be obtained The library is at present so defective in works of general interest that no part of the scanty annual grant for the library can be spared for the purchase of law books."

205. *Patna College.*—"The number on the rolls on the 31st of March was 21, being 5 less than the number returned for the previous year.

"The average number on the rolls monthly was 18·7, and the average daily attendance 14 2. Of the 21 students 13 were Beharis and 8 Bengalis, while 17 were Hindus and 4 Muhammadans; 11 belonged to the B. L. classes and 10 to the pleadership classes.

B.L. Classes.

3rd year	2 students.
2nd „	3 „
1st „	6 „

Pleadership Classes.

2nd year	5 students.
1st „	5 „

"The collections throughout the year aggregated Rs. 1,762 The monthly fee is Rs. 7. The lecturer drew as pay Rs. 2,400. The cost of the department was therefore Rs 638 or Rs. 45-9-2 for each pupil.

"Five candidates went up to the B L. examination, and all were successful. One passed in the first division and the others in the second. Three candidates appeared at the pleadership examination. One passed in the higher grade, one in the lower, and the third failed. The lecturer reports that the scheme of lectures during the year was similar to that which had been followed the previous year, and that the B.L. and pleadership classes attended the lectures simultaneously when they turned on subjects common to the two courses."

206. *Kishnaghur College.*—"Out of three students on the rolls in the 3rd year and one in the 1st year class, one went up for the B.L. examination and passed in the second grade.

"There are this year nine students on the rolls—three in the 3rd, two in the 2nd, and four in the 1st year class. The re-establishment of the B A. class no doubt produced the increase"

207. MEDICINE.—There are five schools of medicine in Bengal—the Medical College in Calcutta, the Campbell Medical School at Sealdah, the Temple Medical School at Bankipore, the Dacca Medical School, and the Cuttack Medical School.

The following statement shows the attendance and expenditure of these schools for two successive years:—

Attendance and Expenditure of Schools of Medicine for 1876 *and* 1877.

NAMES OF INSTITUTIONS	ATTENDANCE ON—		EXPENDED IN 1875-76		EXPENDED IN 1876-77.	
	31st March 1876	31st March 1877	By Government	Total	By Government	Total.
			Rs	Rs	Rs	Rs
Medical College, English Department	225	176	1,20 577	1,41,402	1,44,358	1,59,520
Campbell Medical Vernacular School, Sealdah	584	391				
Temple Medical Vernacular School, Bankipore	165	193	51,252	80,371	78,471	1,02,326
Dacca Medical Vernacular School	244	247				
Cuttack Medical Vernacular School	38	81				
Total	1 255	1,038	1,71,829	2,21,863	2,22 829	2,61,846

208. The decrease of students in the Medical College during the last two years from 330 to 225, and now to 176, is attributed by the Principal mainly to the regulation of the University which substituted the F.A. for the Entrance examination as a qualification for admission to the Licentiate class, and in a secondary degree to several minor causes. He reports that a stricter attendance at lecture is now insisted upon, the certificate being withheld unless three-fourths of the lectures have been attended, and unless the general conduct has been good. The Principal also reports that under the system hitherto in force it has been mistakenly supposed that Government was pledged to find employment for all who passed the examinations in its service at once. It is now beginning to be understood, as pointed out in the last report, that this is not possible, and this understanding combines with the other causes at work to diminish the number of students. The number of those who have passed the University examinations in medicine has been for some years past in excess of the requirements of Government, perhaps also in excess of the effective private demand for qualified practitioners. It seems likely, however, that at the present rate of admission the number of qualified persons will shortly fall below the demand When the surplus of former years has been from this cause utilized and the demand becomes more urgent, there is little doubt that, with improved prospects, there will be no lack of candidates for the medical profession.

209. The large decrease in the number of students in the Campbell Medical School seems mainly attributable to the enforcement of a stricter entrance test, whereby the admission fell from 182 in the preceding year to 86 in the year under report. Moreover, a larger number passed out of the school during last year—namely 105 against 68 in the preceding year; and further, a larger number had their names struck off for non-payment of fees—namely, 165 against 122.

210. *Medical College, English Class.*—Just before the opening of the session Dr. D B. Smith took furlough, and Dr. Coates was appointed to officiate for him. At the same time Dr. Cayley went on leave and was succeeded by Dr. Jones.

211. The students in the college fall into three divisions—namely, scholars and free students, hospital apprentices, and paying students. They are all preparing for one or other of the four university examinations—the first and second licentiate and the first and second M B examination.

212. At the beginning of the session under review there were 317 students in the college; of these, 225 were continuing their studies and 92 were newly admitted. Of these 92, however, 59 had been students of the college in former years; and it would seem from the Principal's report that they had discontinued their studies in the college for a time only, to enable them to pass the F.A. examination in compliance with the recent regulations of the University. The number of really new admissions in last session was, therefore, only 33. But still further, of these 33 only one was a paying student: of the remaining 32, six brought scholarships from various Government schools and colleges; 10 who had stood highest at the University B.A. and F.A examinations received free presentations from Government; and 16 joined the hospital apprentice class, where they received stipends rising from Rs. 30 per month in the first year to Rs. 40 per month in the third. The single newly admitted paying student entered as a non-matriculated or casual student, paying Rs 40 per class, and without the privilege of competing for any prize or at any examination. The paying students, then, at the end of the last session were only 89, all but the one already noticed being former members of the college; while the average number at that time of the year for the past ten years was 146. This is a most important matter; for though probably the case will not be quite so bad next year, when intending students will have come to understand the limits of the changes wrought by the new regulations, yet it is clear that we cannot for some time to come expect to get many paying students into the college.

213. The results of the University examinations were bad. For the first M.B. examination 23 candidates were registered, and of these one passed in the first division and eight in the second division. For the first L.M.S. examination there were 196 candidates, of whom 46 passed. For the second M. B. examination there were eight candidates, of whom two passed in the first division and five in the second. For the second L.M.S. examination there were 60 candidates, of whom 28 were successful.

Each paying student paid Rs. 60 in the year; and the cost to Government was Rs. 1,59,520, exclusive of Rs. 1,32,702 for the hospital. The increase in cost is due to differences in the salaries of professors, with which this Department has no concern.

214. *Campbell Medical School, Sealdah.*—In this school, at the beginning of the session, there were 516 old pupils; 86 were newly admitted, 25 were re-admitted. Of these 627, 56 were stipend-holders, 15 were vernacular and minor scholarship-holders, 9 were Muhammadans paying only one-third of the fees, and 488 had to pay Rs. 3 per mensem. Towards the end of the session, however, the number of students fell to 391; that is, nearly half the paying students had left the school. The causes of this falling off have already been pointed out.

Each paying student paid Rs. 36 in the year; and the cost to Government was Rs. 42,715, exclusive of the hospital expenditure.

215. *Temple Medical School, Bankipore.*—On the 16th June, the first day of the session, the military class consisted of 170 students, of whom 39 were in the third year of study, 62 in the

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second year, and 69 in the first year; and the civil or vernacular licentiate class, for which the school was mainly established, consisted of 40 students—17 in the third year of study, 6 in the second year, and 17 in the first year. During the session eight military students were dismissed—five for incapacity, two for misconduct, and one for having obtained admission to the school under false pretences. The civil classes lost nine students during the session—eight voluntarily withdrawing their names and one dying On the 31st March last, then, there were 193 students in the school—141 Muhammadans, 51 Hindus, and 1 Christian.

216. The result of the examination in May has still further decreased the number of students. Of 37 candidates from the military class only 28 passed, six of the remainder being remanded for six months; and of 17 candidates from the civil class only 12 passed. Further, the Superintendent reported that the result of the test examination for the 1st and 2nd year students held in March showed him that 14 at least of the students were unlikely ever to make useful servants of Government, and that their names would in all probability be withdrawn before the opening of the current session.

217. Dr. Simpson calls attention to the fact that of the military students as many as 36 were unable to read or write Urdu. When we remember that at present none of the medical books in use are printed in the Nagri character, the disadvantages under which these students labour are obvious.

218. Many of the students are also reported to be almost totally ignorant of figures—unable in fact to make the simplest calculations. If this is so, it is clear that the entrance test is carelessly applied, or that a stricter one must be enforced. It must be impossible, as Dr. Simpson says, to convey any idea of chemistry to the minds of such students, while ignorance of arithmetic in practical pharmacy might lead to very serious results. Dr. Simpson suggests that during the first year all students might be obliged to attend some other school or college for instruction in reading, writing, and arithmetic, and, if possible, in the elements of English. In the present state of education in Behar it is doubtless impossible to insist on all this previous knowledge before admitting the boys as students; but it would be manifestly difficult to enforce attendance at an outside school in order that the pupils might make up their deficiencies. As regards arithmetic, orders have lately been issued for its introduction into the course for one day in every week. An elementary knowledge of English is most useful to medical students, and many will no doubt seek to acquire the rudiments of the language privately; but it is yet premature to consider the possibility of teaching it to all. After a time the entrance test may be raised and all this general education required as a preliminary condition to admission.

219. Dr. Simpson reports with pleasure the readiness with which the school lecturers undertook to give two sets of lecturers instead of one, the class-rooms being too small to accommodate all the students at once. The Government grant of Rs. 5,000 was not sanctioned in time to supply the requisite room. In connection with this question of room he calls attention to the hardship of sending so much larger a number of military students to this school than are sent to Agra, Nagpore, &c. The large number at present sent entails heavy labour upon the college staff.

220. A new dissecting-room was completed in October at a cost of Rs 1,476. Still the room is too limited, and I am afraid it will be necessary to apply for a small supplementary grant to enlarge it. The out-door dispensary sanctioned by Government, and to be provided for from the balance of the Rs. 5,000 referred to above, is not yet established.

221. Dr. Simpson repeats his opinion that, in the infancy of the school, the age limit of admission might be profitably extended, with this condition, that those who are admitted above the age of 20 should understand that they will not be eligible for Government service.

The discipline of the students has been good, and the examinations showed that the teachers had most carefully done their work. Sergeant Howard is mentioned favourably by the Superintendent, and the whole establishment has worked satisfactorily.

222. *Dacca Medical School.*—During the second year of this school's existence it was superintended by Dr. Fullerton and Dr. Jones in succession. The staff of teachers remained the same, and are reported on favourably by Dr. Crombie, who succeeded to the post of Superintendent after the expiration of the official year, and wrote the long and valuable report from which the following particulars are taken:—

223. At the end of the previous session there were in the list 200 1st year and 44 2nd year students. At the commencement of the session under report 58 students took their admission, and the average number on the roll was 275 and the daily attendance 142. At the end of the session they had fallen to 45 in the 1st year class, 169 in the 2nd year class, and 33 in the 3rd year class, making a total of 245 students; of these 10 were vernacular scholarship-holders, 15 held medical scholarships, and 18 were free students.

224. The insufficiency of the accommodation in the lecture-rooms, especially in the dissecting theatre, is dwelt upon at length; as also the destitution of the school in the matter of aids to teaching, excepting a fair chemical laboratory and a small number of books received from the Medical College library. Dr. Crombie has, however, indented for *Materia Medica* specimens, and is preparing coloured drawings for the anatomical and midwifery lectures. As regards the erection of suitable buildings, Dr. Crombie thinks that it may be better to wait till

Government has expressed itself satisfied with the quality of the outturn of the new vernacular medical schools before asking for Rs. 1,50,000, which will be required.

225. Dr. Crombie calls attention to the serious tax entailed upon the already poor funds of the Mitford Hospital by the breakage and waste incident to the chemical teaching of the students in the hospital wards. Government should certainly see that the charity should not suffer in this matter. Dr. Crombie represents that the Rs. 10,000 recently given to the hospital by Government, partly as general aid to the funds and partly to obviate any such special loss, are insufficient.

226. *Cuttack Medical School.*—Dr. Stewart reports the success of the first or experimental session of this new school, and hopes that Government will now sanction a more liberal grant to carry it on. During the session there were 70 applications for admission, of which 9 were rejected on account of excess of age, defect of age, or of physical incapacity. Of the remainder, 20 were selected by the committee to receive the Government stipends, and 16 were admitted as free students. Of the stipendiaries two left during the session, and the free students lost three of their number. It was necessary to build a lodging-house for those who came from a distance, and a building capable of accommodating 24 lodgers was erected by private subscriptions. This has been found an excellent arrangement, as the students are thus at all times within call of the school, and are less exposed to distraction from study.

227. Of the stipendiaries, Cuttack district supplied 10, Balasore 3, Pooree 4, Tributary estates 2, Sumbulpore 1. Babu Birdio Nath Pundit, Rai Bahadur, has presented a stipend, and the Rajas of Bamra and Kallahundy have each given Rs. 250 for scholarships tenable for three years each. The Maharaja of Mahurbhunj has given Rs. 2,500 to the school for an endowed scholarship and for purchasing models, diagrams, &c.

A local prize fund was raised by subscription, but there is at present a want of medical books in Oorya. Bengali books are used in default.

228. Of the staff Dr. Stewart writes as follows:—

"I have much pleasure in recording the valuable assistance I have received from Assistant Surgeon C. L. Dass in all points connected with the school; he is a very intelligent and painstaking officer, and has won the affection of the students committed to his charge and managed them remarkably well. Babu B. C. Chuckerbutty is very successful as a teacher in anatomy, and also obtains my warm commendation. Babu Bhooshun Chunder Bhuttacharji is, I believe, the first native doctor who has been permitted to teach in a medical school. I have every reason to be satisfied with the manner in which he has discharged his duties. I am confident that the boys are as well up in *Materia Medica*, the branch he has taken up, as in any of the other branches. Meer Coomar Ally, the demonstrator of anatomy, has also done good work throughout the year, and has drilled the students in this fundamental branch of study. All have worked with very good will and energy, and to all my thanks are due for the satisfactory and encouraging results of the year's work."

229. CIVIL ENGINEERING.—*Civil Engineering Department, Presidency College.*—The number of students on the rolls on the 31st of March of the last four years is given in the accompanying table:—

CIVIL ENGINEERING DEPARTMENT.	1874.		1875.		1876.		1877.	
	Regular students.	Out-students.	Regular students.	Out-students.	Regular students.	Out-students.	Regular students.	Out-students.
3rd year class	27	1	12	.....	19	.....	30	1
2nd ditto	39	2	45	1	50	1	46	.....
1st ditto	133	25	99	.....	83	1	47	1
Total ...	199	28	156	1	152	2	123	2

It will be seen that the department contains 29 students less than it did in the preceding year.

230. The 1st year class, soon after the opening of the session in June last, contained 74 students, of whom 56 were new admissions and 18 were unpromoted students of the previous session. But the attendance has fallen off gradually during the year; some students discovering that they had small taste for engineering studies, and some retiring on account of ill health. There is also a well-founded conviction that the prospects of employment in the Department of Public Works are not as good as they used to be.

231. The new admissions in June included two students who had passed the F.A. examination and two senior and seven junior scholars. The fees collected during the year amounted to Rs. 9,712, and the gross expenditure to Rs. 31,399-10-4, against Rs. 10,971 and Rs. 38,064 respectively in the preceding year. The decrease in fees is due to the decrease in the number of students and the reduction in expenditure is due to the appointment of officers drawing less pay to officiate for Messrs. Downing and Griffiths, and to the abolition of the post of Lecturer in Mathematics owing to reduced admissions.

SPECIAL INSTRUCTION

232. Mr. Tawney writes:—"The annual examination of the 1st and 2nd year students was held, as usual, at the close of the session in May. At the time of holding the examination there were 75 students in the 1st year class, who were all present at the examination. The result of the examination was that 43 students were declared fit for promotion to the 2nd year class, all of whom, with the exception of one who preferred taking a sub-overseer's certificate, rejoined the college at the commencement of the present session. Of the 32 students who failed to obtain promotion, 19 were permitted to join the 1st year class for another year, and 13 left the college.

"The 2nd year class at the time of examination contained 51 students, all of whom were present at the examination Out of 51 who were examined, 34 were found qualified for promotion to the 3rd year class, but two of those preferred taking overseers' certificates. Out of the 17 students who failed to secure promotion, nine were permitted to rejoin the class for another year, and the rest left the college.

"Upon the result of this examination two Forbes' scholarships were awarded to Nanda Gopal Banerjee and Jogendra Nath Ghosh. The results of the examination were considered satisfactory.

"From the 3rd year class 21 were sent up to the University examination in Engineering, 9 for the degree of Bachelor in Civil Engineering, and 12 for that of Licentiate; but one of the B.C.E. candidates was absent during the examination.

"Of the eight candidates who presented themselves for the degree of B.C.E., three were successful, and five out of 12 passed the L.C.E. examination. Of the candidates who were unsuccessful in the examination, 10 left with sub-engineers' certificates granted on the results of this examination, and two with overseers' certificates.

"Two Bachelors of Civil Engineering and three of the Licentiates received scholarships of Rs. 50 a month tenable for two years, during which period they were attached to works in progress in the Presidency, for the purpose of receiving practical training in the work of their profession. I regret to have to state that Babu Mohendra Nath Sen, the only candidate who passed in the first division for the degree of B.C.E., since the examination has been founded, died of cholera on the 14th of April 1877.

"Candidates who fail to obtain certificates at the annual examination of the college are admissible to the half-yearly examinations for employment and promotion in the Department of Public Works which are held in February and August. In order to ascertain the total number of men qualified for employment in the Public Works Department turned out by the college, it is necessary to take these certificates also into consideration. It will appear, then, that, on the whole, 46 men were sent out during the year, viz.:—

8 Assistant Engineers.	19 Overseers.
10 Sub-engineers.	9 Sub-overseers.

"During the previous year 44 men were reported qualified for employment, and Mr. Sutcliffe remarked that the outturn was the largest made for many years."

233. SURVEYING.—The object of the four survey schools is to give a course of instruction in practical surveying in the vernacular to a class of students not elsewhere provided for.

The state of these four schools on the 31st of March is shown in the following table:—

Survey Schools for 1876-77.

SCHOOLS.	Pupils on roll.	Average attendance.	Christians.	Hindus.	Muhammadans.
Patna	45	31		23	22
Hooghly	41	37	...	40	1
Cuttack	28	15	1	27	
Dacca	45	32		40	5
Total ...	159	115	1	130	28

234. *Patna Survey School.*—This school was opened in March 1876. At first there was only one teacher, but when the number of students exceeded 50 an assistant teacher was appointed. On the 31st of March, 26 of the students were learning through the medium of the vernacular and 19 through that of English; all but four (Bengalis) were Beharis, 23 being Hindus and 22 Muhammadans. Of the total number of 72 boys who have been admitted since the opening of the school, 17 were holders of vernacular scholarships and nine of minor scholarships, 19 had read in the upper classes of higher English schools, and 27 had to pass a preliminary examination.

An examination was held in February to test the year's progress. Of 38 boys, 33 passed, the first six receiving stipends of Rs. 5 each Field work was begun on the 15th November and closed on the 20th February.

235. *Hooghly Survey School.*—On 31st March 1876 there were 44 students on the roll of the school, 43 being Hindus and one a Muhammadan. On the 31st of March last the number was 41, 40 being Hindus and one a Muhammadan.

The work of the year was tested in February; 26 passed successfully and now form the 2nd year class, the first six receiving stipends of Rs. 5 each.

236. *Cuttack Survey School.*—The state of this school is improving, and there were 28 pupils in this school on the 31st of March; of these 27 were Hindus, all Ooryas except one, and one was a Christian. The large proportion of Ooryas is an especially hopeful sign.

At the examination in February, 16 passed and now form the 2nd year class, six receiving the Rs. 5 stipends.

237. INDUSTRIAL SCHOOLS.—There are four industrial schools—the European and the native work-shops at Dehree, the Dacca and the Ranchi schools. There is also a class for carpentry attached to the model school at Chyebassa, but no special report is given of this, and Government is at no cost for its maintenance.

238. *The Dehree Schools.*—There were 27 Europeans and 51 Natives in these schools on 31st of March, and the cost to Government in the year was Rs. 16,641. No report of the school is received in this department

239. *The Dacca School.*—This school is attached to the normal school. On the 31st of March it had 18 pupils on its rolls, of whom 16 held stipends, and 2 were free students. This decrease from 31 on the rolls in the preceding year is only in appearance, for 15 of the pupils in that year were so irregular in attendance that their names were struck off in the year under report Of the 18 students, 2 were Brahmans, one was a Boidya, and 5 were Kayasths; the rest belonged to the lower castes.

240 The establishment of the school cost Government Rs. 248 a month, and was as follows: Manager, Rs. 50; foreman-smith, Rs 30; assistant smith, Rs. 12; foreman-carpenter, Rs. 20; assistant-carpenter, Rs 12; pupil-superintendent, Rs. 12; two servants, Rs. 12; 16 stipendiaries, Rs. 70; house-rent, Rs. 30. The manager appointed in December teaches the students drawing, arithmetic, geometry, and natural philosophy for two hours a day, three hours being given to manual labour. The working hours per diem are thus absurdly small, being about one-half of the time given at Dehree to school and to practical work. It is impossible to expect any valuable results under such conditions; in an industrial school an attempt should be made to form habits of industry.

241. Since the establishment of the school in 1872, it appears that, so far as is known, only five of the students have adopted carpentry as a profession. Nor is it thought that the work turned out by these pupils is superior to the work of the ordinary bazar carpenters; they have perhaps a better acquaintance with the theory of the craft and understand the use of certain European tools of which the others are ignorant, but a bazar mistry will make a better almirah than any of the pupils has yet turned out.

The Inspector of Schools thinks some sort of apprentice indenture is necessary. At present 90 per cent. of those who join the school leave before completing the course He reports that many join the school and draw its stipends merely with the object of procuring a temporary maintenance until they can find some other employment.

242 *The Ranchi School.*—The suggestion to open such a school was, I believe, first made by Mr. C. B. Clarke, some four years ago, while officiating as Inspector of the circle. A small technical school attached to the Mission of the Society for the Propagation of the Gospel, and supervised by Mr. Herzog, a lay missionary, was doing much good in teaching the Christian Kol boys carpentry and other useful arts. It appeared to Mr. Clarke that we had here what, with aid from Government, might become the most efficient industrial school in Bengal Mr Clarke wrote to the committee as follows:—

"Here I find that the Anglican Mission have a secular missionary who has raised several large buildings and carried out many other works, and who educates the Kol boys in carpentry and iron-working It seems to me that this school is far more deserving of Government aid than any other carpentry schools in Bengal now supported wholly by Government. I would suggest that Government should be asked to give as a special grant (outside the grant-in-aid) Rs 100 a month as a Government support to this school, and another special grant of Rs. 2,500 so as to provide improved machinery in the way of lathes. These or similar grants might be asked for quite independently of any local subscriptions, and without waiting to complete any local lists or subscriptions The Rs. 100 might be given to the Mission in part payment of Mr Herzog's salary, and partly to keep (by means of stipends) in the school such boys as had already made some progress as artizans who might then be carried on to a higher degree of skill, instead of leaving to work for hire as soon as their labour is worth anything."

243. It was understood that Mr. Herzog would continue to supervise; accordingly, the committee applied for a monthly grant of Rs. 100 for maintenance and a special grant of Rs. 3,000 for appliances, and Government sanctioned both grants in December 1875. In February 1876 the committee fixed the following scale of establishment, which was subsequently sanctioned:—

		Rs
1. Carpentry department—		
1	Mistry on	12 per month
1	ditto on	9 "
4	Mistries at Rs. 5 each . ..	20 "
18	Stipends for pupils at Re 1 each	18 "
	Total	59

SPECIAL INSTRUCTION.

2. Blacksmiths' department—

		Rs.	
1	Mistry on	15	per month.
1	ditto on	8	"
4	Stipends at Re. 1 each	4	"
1	Moonshee and teacher on	10	"
1	Chowkeedar on	4	"
	Total ...	100	

At the same time the grant of Rs. 3,000 was apportioned thus :—

	Rs.
Buildings	1,000
Tools	1,550
Materials	450
Total ...	3,000

At his own request nothing was allotted as remuneration to Mr. Herzog for his general supervision.

244. Carrying out this scheme, a good work-shed for the carpenters and the smiths, a neat little building for a school-room (in which, in accordance with the orders of Government, boys not already up to the primary standard were to be taught by the teacher on Rs. 10), and a wall surrounding these and a fair-sized compound, were erected. Further, a very complete lathe, with all necessary tools, was procured from England, while other appliances were procured from Calcutta and Ranchi itself.

245. Mr. Herzog reports :—"On the 31st of March the school contained on its roll the names of 20 pupils, of whom 17 were Christian Kols, two were Hindus, and one included in the technical column of 'others' (*i.e.* a Kol). Of these pupils only two had reached the middle stage of progress in general education.

"The actual receipts from provincial revenues during the year under review were Rs. 596-10-3, while the income derived from sale proceeds of the articles manufactured in the school amounted to Rs. 361-7-9, making a total income of Rs. 958-2. Of this sum, the following items of expenditure are shown below :—

	Rs	A.	P.
Establishment and scholarships	596	10	3
Purchase of materials	178	7	9
Credit in treasury	134	13	0
Balance in Superintendent's hands...	48	3	0
Total ...	958	2	0

246. Mr. Garrett writes :—"As laid down by Government, such boys only are admitted to the stipendiary list of the schools as have undergone a test equivalent to the primary scholarship examination; and, accordingly, a monthly examination is held, both for boys already in the school and standing candidates for stipends, and for outsiders desirous of admission as stipend-holders It being difficult in these backward districts to get a supply of boys who have reached the primary standard already, the teacher on Rs 10 is attached to the establishment, who, in addition to looking after the boys generally, gives lessons in the school-room for two hours each day to all those who are working in the school without stipends, but who will be eligible to vacant stipends as soon as they have passed a test equal to the primary.

"I inspected the school at the close of the year under report. The quality of the articles manufactured is by no means bad, and they find a ready sale in the market. As will be seen from the figures of expenditure given above, the full establishment has not yet been attained, and as soon as a competent staff has been gathered together—not the work of a day, or even of a year, in a district like Lohardugga—very great improvements are certain

"My inspection, however, convinced me that the monthly grant had been fixed too low. We want a few higher stipends than the Re. 1 at present given to keep the old boys from leaving, and, still more, we must set aside something for remuneration to the Superintendent. Mr. Herzog himself reluctantly asked the committee to give him a good trustworthy man, with knowledge of carpentry and smith's work, to act as his deputy, as he represented that his duties to the Mission interfered with his attention to the school. An examination of the accounts showed us that there would be an income from sale proceeds to furnish Rs. 51 more towards an increased establishment It was resolved to ask Government to sanction an establishment of Rs. 151 in the place of the present one of Rs. 100, the income from sale proceeds supplying the additional Rs. 51. This has been done, and the matter is now before Government.* With an assistant on Rs. 50 to Mr. Herzog, and two rates of stipends at Re. 1 and Rs. 2, great improvement may be looked for during the current year.

* This has since been sanctioned.

"With reference to the large number of mistries that are proposed to be kept, it must be remembered that every boy must work at real wood and iron, and that unless we are prepared to have a great waste of material, we must for the present, and until we have trained the elder boys to do the work, keep many workmen to supervise the boys."

247. *Bankipore Industrial School.*—The subscriptions realized fell very far short of the sum originally expected, so that the funds actually in the hands of the committee at the close of the year amounted to only Rs. 42,000, yielding an income of Rs. 140 a month. An application was made to Government for the grant of an equal sum, and an establishment was proposed costing Rs. 240 a month, leaving Rs. 40 for unforeseen expenditure. An income of Rs. 280 appeared, however, to the Government to be quite insufficient to start the school with any reasonable prospect of success; and a stronger establishment, costing Rs. 351 a a month, towards which Government consented to give Rs. 250 a month as an experimental measure for two years, was proposed for the consideration of the committee. The establishment suggested was the following:— SPECIAL INSTRUCTION.

	Rs.
Superintendent	200
Teacher of drawing and mechanics	50
Master blacksmith	35
Assistant blacksmith	12
Master carpenter	30
Assistant carpenter	12
Servants	12
Total ...	351

248. It was suggested that a European foreman from Dehree should be appointed as superintendent, and that blacksmiths and carpenters accustomed to work under European superintendence should be engaged from the Jamalpore workshops. All Government scholarships (below the junior scholarships were) to be tenable in the school. Upon the difficult question of stipends the following orders were conveyed:—"It will be observed that the above scheme makes no provision for the payment of stipends to the pupils of the school. In the case of pupils drawn from the artizan castes, the Lieutenant-Governor thinks that such stipends ought not to be required; if boys of the higher castes, who do not ordinarily follow handicraft trades, are admitted, it may be necessary to pay them stipends for their support. The Lieutenant-Governor will leave the determination of this point to the discretion of the committee, and will only remark that he is inclined to attach very great importance to the experiment of trying to get young men of the non-artizan castes to take to handicrafts, instead of hanging about waiting for employment under Government." The experiment has been tried with some measure of success in Calcutta and Dacca, and His Honor would hope that it may be found practicable in Behar."

249. *Calcutta Music School.*—It is perhaps open to question how far the instruction imparted in this school entitles it to a place among schools of special instruction as these are understood by Government. Still, as it has attracted considerable attention, and as Dr. Surendro Mohun Tagore, its enthusiastic founder and patron, claims for it recognition as an instrument of liberal education, it is noticed under this head.

250. The school was established in August 1877, and began with 19 pupils, divided into two classes, one for vocal and one for instrumental music, with two teachers. On the 31st of March 1877 there were 51 pupils in the school, of whom 38 paid a fee of one rupee per month and 18 were free. These 51 pupils were divided into six classes, two for the *sitara*, two for vocal music, one for the violin, and one for the *mridanga*. Vocal music is taught by two masters—one a Hindustani and one a Bengali; and instrumental music is taught by five masters. The income from fees during the year was Rs. 421, while Dr. Surendro Mohun Tagore contributed Rs. 993, the expenditure amounting to Rs. 1,414. Dr. Surendro Mohun Tagore also supported a branch school at Colootolah.

Dr. Tagore's learning in all branches of national music has been recognized in many of the courts of Europe, but his chief ambition is to introduce the study of that music into the schools of his country.

251. FEMALE EDUCATION.—The following figures show the progress in female education during the past year. They refer to the instruction of native girls only, schools for Europeans being separately noticed:— FEMALE EDUCATION.

	1876.		1877.	
	Schools.	Pupils.	Schools.	Pupils.
Government schools ...	1	68	1	87
Aided ditto	228	6,838	290	7,824
Zenana* ditto (aided)	110	1,534	125	1,580
Private ditto	69	1,255	48	1,001
Total ..	403	9,690	464	10,493
Girls in boys' schools .	. .	7,186	...	9,794
Total girls ...	.. ..	16,876	. .	20,286

* Each zenana teacher is reckoned as a school.

This large increase of 3,400 girls at school is almost exclusively due to the application of the primary grant to the spread of female education; more girls' pathsalas have been opened and more girls induced to read in the boys' pathsalas.

FEMALE EDUCATION.

252. The number of girls in different stages of progress is shown in the following statement, again for natives only—

	1876.	1877.
Higher stage ...	27	30
Middle do. ...	1,008	1,143
Primary (upper)	4,963	5,861
Ditto (lower)	10,878	13,352
Total ...	16,876	20,386

It follows, therefore, that during the course of the year some 135 girls have passed from the primary into the middle stage, and that over 1,000 girls who last year were unable to read and write have now acquired these useful accomplishments. The progress thus indicated is satisfactory.

253. Schools for the education of European and other foreign girls are 13 aided with 960 pupils, and four unaided with 379 pupils. The latter, with the exception of the Doveton, are private-adventure schools in Calcutta; they sometimes submit returns, but have very slight relations with this department. The aided schools are eight in Calcutta, three schools at Chinsurah, Raneegunge, and Assensole, the Dacca girls' school, and the Darjeeling girls' school. They will be treated more appropriately under the head of 'European and Eurasian education.'

254. The single Government school in the preceding table is the Bethune School in Calcutta. Much attention has been attracted to this school of late, and the excessive disproportion between the amount of the Government expenditure and the results attained has been the subject of unfavourable comment. The school was removed from the control of the Department of Education in 1873, and a committee of native gentlemen, with Mr. Justice Phear as Chairman, was appointed for its management. When Mr. Phear left India early in 1876, he left on record a letter containing proposals and suggestions for the improvement of the school. He pointed out that though the instruction given and the educational results achieved were as good as could reasonably be expected in an infant school such as the Bethune, yet that the school was not sought after, that native gentlemen would not subscribe to the school, and that they even held the fee of Rs. 2 a month (including conveyance to and from the school) to be an extravagant charge. Mr. Phear considered it to be established beyond question by the test of time "that this modicum of instruction to or education of the infant generation does not of itself lead to any material after-development of culture. The girls' schools of Carey, Ward, and Marshman, were probably as efficient and as well filled with earnest pupils as the majority of those of the present day, yet the Bengali woman of the better orthodox classes is still (exceptions apart) pretty nearly as unlettered and as little instructed as she was 70 years ago." Holding this view, Mr. Phear was of opinion that it was not right for Government to continue to spend large sums of money on infant education, which was not seriously demanded by the people, and the results of which were so trifling. The instruction of infants did little to promote the education of the adult female, while the members of orthodox Hindu society would do nothing whatever to provide means to that end. He therefore urged the advisability of employing the revenues of the Bethune School in promoting the education of women. The idea was was not a new one. In 1869, at the instigation of Miss Carpenter, the Government of India had placed Rs. 1,000 a month at the credit of the Government of Bengal for the establishment and maintenance of a normal school for female teachers. This scheme, however, did not succeed, and in January 1872 the normal school was abolished. In Mr. Phear's opinion, the Government might with much advantage take up and carry on the work of the Banga Mahila Bidyalaya, an institution for the education of grown women, which for certain causes was about to be temporarily closed. New buildings for the adult school would be needed, but they might be raised by private subscriptions; the pupils would pay for their own maintenance, and an addition of Rs. 250 to the grant of the Bethune School would probably suffice for the additional expenditure on establishment and teachers. These proposals were favourably regarded by Sir Richard Temple, who consented to raise the grant of the school from Rs. 650 to Rs. 900 a month, provided the requisite funds for the building, estimated to cost from Rs. 20,000 to Rs. 25,000, were raised by private subscriptions.

255. While this discussion was going on, Miss Brittan, the Superintendent of the American Mission, had offered to take over the school, engaging to keep up a day school of 300 children and a boarding school of 25 with the sum now spent by Government, provided she were permitted "to speak her mind freely in matters of religion." It was at first proposed to give over the unoccupied portion of the building to Miss Brittan for this purpose, but on a representation of the committee that any connection, however remote, with a missionary institution would lead to the withdrawal of almost all the girls attending the school, the scheme was for the time abandoned, Government at the same time intimating that the whole question of the constitution of the Bethune School would be re-opened at the end of the official year. The subsequent effect of this order was the addition to the committee of Sir Richard Garth as President, and of Messrs. Reynolds and Mackenzie as members.

256. Meanwhile, the existing committee had endeavoured to make the school more useful by opening, at the suggestion of Mrs. Tomkins, the Lady Superintendent, a separate and cheaper

school in the north wing of the building, called the Lower Bethune School, for the benefit of poor but respectable Hindu girls in the neighbourhood, who might be unable to pay the fee charged, and willing to walk to the school. The committee have been unable as yet to express any definite opinion whether a real want for such a school is felt, and it appears probable that the only result of the experiment may be the transfer of a few girls from the free or cheap schools under missionary management in Calcutta which are already aided from Government funds. The advantages of such a result are not very clear.

257. Moreover, the Government has declared its conviction that a mere addition to the number of girls on the books of the school would not supply all that is required. "The early age at which the pupils are withdrawn from school, and the absence of any permanent benefit from the elementary instruction imparted to them, are matters which more deeply affect the educational value of the institution than the mere number of pupils, and it does not appear that the measures which the committee propose to consider are calculated to afford any remedy for these evils" With reference to this point, it may be mentioned that several earnest advocates of infant female education maintain that the education of young girls has already been productive of good results in the desired direction, especially among the Brahmo community and those others who are least wedded to the doctrines of rigid orthodoxy. They point to the fact that, while some years ago no Hindu girl remained at school after the age of nine or ten years, there are now in the schools of Dacca and of other parts girls of the age of 11, 12, and 14 years, still unmarried, and therefore in a position to acquire an education of considerable value. The desire for such an education, they maintain, is spreading even amongst the orthodox, and this desire will silently, if slowly, have its effect in overcoming the reluctance of the latter to accept any change in the system of early marriages. This consideration, if it is duly supported by facts, supplies a valid argument in favour of infant education, but in Calcutta, at any rate, it is doubtful whether any such results have been observed. It would therefore seem to follow that, if serious efforts are to be made to promote the education of adult females, this can for the present be only attempted directly, by offering help to those who are in earnest about the education of the grown women of their families. Those who are actuated by this feeling form, it is true, but a small section of the community, but they occupy the only field in which a satisfactory solution of the question can be now expected. It has been authoritatively pointed out that there is nothing in the will of the founder which would confine the advantages of the school to the daughters of orthodox Hindus.

258. The actual progress made by the school may be judged from the report of the examiner of last year, who writes:—"When I examined the school for the first time in 1870, and then again in 1873, there was not single student who could write a few lines correctly in Bengali; while in the year 1876 there were two classes, consisting of 10 girls, who could express their ideas intelligibly in writing and in tolerably correct Bengali. The examination of the first two classes in most of the subjects in which the answers were to be written in Bengali was therefore conducted by means of written papers, and the pupils were found sufficiently well up for such an examination." While not wishing to lay undue stress on these facts, the examiner nevertheless thinks that the committee might, during the ensuing year, have a higher class corresponding to the vernacular scholarship standard, or even to the second class of the Banga Mahila Bidyalaya.

259. Still confining attention to Calcutta, the other institutions aided by Government for the promotion of female education are the following:—

I.—Zenana Agencies.

	Monthly grant.
	Rs.
American Mission	752
C. M. S. Zenana Agency	300
General Assembly ditto	200
Free Church ditto	90
Total	1,342

II.—Normal Schools.

Mirzapore female normal school	166⅔
Free Church ditto	166⅔
C. M. S ditto	160
Total	293½

III.—Orphanages.

Foundling Asylum	100
Free Church Orphanage	75
European Female Orphan Asylum	200
Total	375

FEMALE EDUCATION.

		Monthly grant. Rs.
	IV.—Schools for Natives.	
Dr. Duff's	School	80
Central	ditto	50
Mott's Lane	ditto	30
Toltollah Girls'	ditto	20
Calcutta Hindu Girls'	ditto	15
Syambazar Girls'	ditto	14
	Total ...	209
	V.—Schools for Europeans and Eurasians, &c.	
Calcutta Girls' School	... ...	300
Entally Loretto	... ...	250
Bow Bazar Girls'	... ...	150
Old Church Parochial	... ...	19½
Ezra Street Christian-Jewish	... ...	75
Free School (mixed)	... ...	833
Benevolent Institution (mixed)	... ...	209*
Parochial Mission (mixed)	... ...	70
	Total ...	1,906½

* Plus capitation fees up to a limit of Rs. 75 a month.

260. The last three are mixed schools for boys and girls, and Rs. 556, or half their cost, should on this account be deducted; reducing the expenditure on the fifth class of schools to Rs. 1,350, or somewhat more. Hence, adding the cost of the Bethune School, or Rs. 650 a month, the total Government expenditure in Calcutta on female education amounts to about Rs. 4,220 a month. Reserving for separate consideration the schools for European and Eurasian girls, including the European Female Orphan Asylum, which cost altogether Rs. 1,550 a month, the expenditure on native female education in Calcutta will stand at about Rs. 2,670 a month. It becomes of importance to know what are the results of this large outlay.

261. Half the total cost is incurred in aiding the missionary zenana agencies of Calcutta, of which the American Mission has the largest field of operations and the most ample resources. Besides the zenana agencies mentioned in the foregoing list, the London Missionary Society and the Ladies' Association connected with the Society for the Propagation of the Gospel undertake similar work, but they receive no aid from Government. The agencies receiving Government aid are under the supervision of Mrs. Mohini Mohun Wheeler, the Deputy Inspectress of Schools for Calcutta, the 24-Pergunnahs, and Hooghly, who has submitted an interesting and useful report on the condition of the girls' schools in Calcutta and on the work done by the zenana agencies. The field occupied by the American Mission comprises about 160 zenanas and schools, and its staff consists of ten lady teachers and about 40 Native Christians and Hindu widows, all under Miss Brittan, the Lady Superintendent. The Chuch Missionary Society, the next in importance to the American Mission, has charge of about 50 zenanas and a teaching staff smaller in proportion. The fee charged by the former is one rupee a month for each house visited; by the latter two or three rupees a month. The chief portion of the instruction falls to the native teachers, who are supervised once or twice a week by the lady teachers, many of whom, it appears, are ignorant of Bengali. Little progress can be expected under such conditions, unless the husbands or fathers of the pupils assist them in their lessons, which in many instances they do. The inmates of the zenana are very anxious to be taught, and their educated relations are often willing to help them, and yet the progress made by the pupils is by no means satisfactory. Of the 1,500 zenana pupils in Calcutta, 1,268 have been examined by Mrs. Wheeler. Of this number, 854 were in the lower section of the primary stage—that is, unable to read and write easy sentences—387 in the higher section of that stage, and only 27 in the middle stage. When it is remembered that the Bethune and other schools have sent forth for many years past a number of partially-instructed girls into the zenanas of Calcutta, many of whom, it may be presumed, are now continuing their education under missionary agency, the results shown above are unsatisfactory to the last degree. Nor do I gather that there are any signs of improvement. A system of education whose highest attainable standard (except in a few solitary cases) is the reading of easy sentences, and under which the great majority of the pupils fall short even of that standard, is of very trifling value. I understand that as soon as a pupil has reached that stage, as soon as she is able to read and keep the house accounts, her male relatives in many instances consider that enough has been done, and discourage the further visits of the teacher. This is a circumstance for which the missionary agencies cannot be held responsible; though even so, it is doubtful whether Government can rightly be called upon to spend large sums of money upon an experiment that promises such slender results. But I further learn that the Native Christian teachers have not in all cases sufficient supervision; that they are not always regular in their attendance, nor happy in their method of teaching. I have pointed out some of these defects to Miss Brittan, have explained

to her that under the system of inspection that now exists the method of payment by results is eminently applicable, and have suggested the possibility of its adoption. It would supply, I believe, the incentive to progress which is now so sorely needed.

262. To meet the Government expenditure of nearly Rs. 15,000 upon zenanas, the subscriptions for last year amounted to Rs. 30,000, and about Rs. 4,400 were paid as fees by 1,500 pupils. It follows, therefore, that in the majority of cases the payment of the fee of one, two, or three rupees a month is not enforced. More than this, it is complained that the Missions underbid one another, offering in some cases to charge only eight annas a month for instruction. It is much to be regretted that the several agencies do not agree upon some common plan of action. I fully agree in Mrs. Wheeler's further suggestion that the fees might with advantage be raised, and should always be enforced where the means of the persons permit. That which costs little or nothing is not valued; and though the first result might be the withdrawal of a certain number of pupils, yet it is hardly doubtful that the income of the societies would be increased, that the pupils and their friends would take a keener interest in the progress made, and that the character of the teaching would rise.

263. Of the schools supported by the American Mission—the two at least which I have visited—I am glad to be able to give a much better report. Some of the pupils read fluently and understood *Bodhoday* and *Charupath*, answering questions with very fair appreciation. In one of the schools elementary geography was professed—that is, places were found out on a map, but of the relation of a map to the world outside it the girls were profoundly ignorant. Arithmetic was, as usual, very deficient in both.

264. The social position of the pupils may be thus indicated. The largest number belong to the families of writers and employés; brokers and traders come next; then professional men, pleaders, doctors, or surveyors, and a few persons of independent means.

265. The three female normal schools have 48 pupils in all, costing Rs. 4,400 to Government, and Rs. 12,800 altogether. The Mirzapore school is maintained by Babu Keshub Chunder Sen; it is rather an adult female school than a normal school, its objects being similar to those of the Banga Mahila Bidyalaya at Ballygunge, with which it may shortly be amalgamated. The latter is in every sense the most advanced school in Bengal. It was formerly managed in Calcutta by Miss Akroyd, and lately revised by some Bengali gentlemen who desire to see girls appearing at the University examinations and finishing their education at the new college for women at Cambridge. Mr. Garrett found the first class, consisting of two pupils, up to the standard of the second class of zillah schools in Euclid and algebra; he considers that, as far as these subjects are concerned, there is no reason why they should not go up to the examination at the end of the year. The managers are applying for a large grant, and the school unquestionably deserves encouragement. It is the first attempt to establish a higher English boarding school for girls, such as Mr. C. B. Clarke advocated some years ago. The teachers are English ladies, assisted by pundits for Bengali.

266. The other two normal schools are devoted to the training of teachers, Eurasian and Native-Christian. They are useful institutions, and have, I believe, supplied teachers to the zenana agencies of Calcutta. Of the orphanages (not including the European Asylum), one was established for the maintenance of children who lost their parents in the Orissa famine. Miss Brittan is the managing secretary. The Free Church Orphanage receives children from all parts of Bengal. In both institutions the orphans are brought up in the Christian faith.

267. Of the girls' schools proper I have received no special report. All of them are missionary institutions, giving a free or cheap education to very young girls up to about the standard of the Bethune School. If, as was originally intended by the zenana agencies, the education of these girls could still be carried on when they were too old to remain at school, from the combination of the two systems beneficial results might be expected. But while, on the one hand, education that comes to an end at ten years of age has no solid value, it appears on the other that, whether from apathy on the part of relatives, or from want of system or discipline among the teachers, the education of the zenana is in very few instances carried beyond the point attainable at the school.

268. The aided girls' schools throughout the country have increased by 57, with about 1,000 additional pupils. The whole of this increase is due to the opening of girls' pathsalas, paid for from the primary grant. The schools aided under the grant-in-aid rules have fallen from 163 with 5,831 pupils to 157 with 5,702 pupils, 60 of these being under missionary or Christian management. Of those under native management, 35 are in the Presidency division, 21 in that of Burdwan, 14 in Dacca, and 15 in Rajshahye. In the Presidency division, Mr. Garrett reports that "the girls' schools that do the most real work are those conducted by ladies, such as Miss Neale and Miss Good at Barrackpore, and the Italian nuns at Kishnaghur. Some of the best schools under native management are the suburban schools, and the one at Taki under the enlightened zemindar of that place, in the 24-Pergunnahs; the one at Kumurkhali; and an aided school at Dowlutgunge, in Chooadanga sub-division, which owes its promising condition to the interest taken in it by Mr. Skrine, the sub-divisional Magistrate. But all efforts are hampered by the early marriage difficulty." The Chandsarak and Goari schools in Kishnaghur, and the two C. M. S. schools in Santipore, are also noted as excellent schools. The first named will send up a candidate to the vernacular scholarship examination of the present year. The 15 girls' schools in the suburbs of Calcutta, noticed

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by Mr. Garrett, are to be aided on the new payment by-results system which has been introduced into the 24-Pergunnahs, though at enhanced rates. Special examinations for girls are no longer to be held in this district; in future they will compete with boys at the regular scholarship examinations, the standard being slightly modified to suit the requirements of girls' schools. Besides the Government scholarships, ten others are offered by the municipality to girls coming from the suburban schools.

269. In the Burdwan division, the Utterpara Hitakari Sobha is the chief promoter of female education. Mr. Rowe writes: "This society has this year examined 46 candidates from 14 affiliated girls' schools in Hooghly-Howrah and the 24-Pergunnahs, and 13 candidates from schools in Burdwan. The girls are mostly of Brahmin or Kyastha caste, and 19 out of the 49 are married. Most of these young wives belong to the affiliated schools of Burdwan. The ages vary from 18 down to 7. There are four classes of scholarships—junior, senior, final, and zenana; the first three of which correspond as near as may be to the primary, intermediate, and vernacular scholarships for boys. The one young lady who appeared for the zenana examination is 13 years old and is unmarried, although she belongs to the well-known orthodox family of the Gossains of Srirampore. *This shows that with the gradual extension of female education the custom of early marriage has to a certain extent been relaxed.* The best results were shown by the Utterpara school, and the Cutwa school in Burdwan stood next. The committee found it necessary to lower the minimum pass marks they had fixed, or only a few of the scholarships would have been gained; but they found in all 28 young ladies on whom scholarships of from Rs. 5 to Re. 1 per month could be bestowed for real merit or by grace. The committee believe that the examinations held by the Sobha have been the means of imparting an elementary knowledge that will form a good basis for the higher education which the University desires to impart to women. It is thought that if Government will co-operate with the University authorities by instituting a graduated scale of scholarships for women, their joint action might meet with better success. My own impression with regard to female education is that more is doing than meets the eye, and that the zenana agencies, such as the one at Midnapore, are doing a vast amount of good solid teaching, among the upper classes especially, that never comes before Government, while the girls' schools so much talked of are very expensive, and, with a few honourable exceptions, more pretentious than useful." I have italicised the most important passage in the foregoing statement, which supports the argument already urged in favour of infant education. Mr. Rowe writes in another place that in the girls' schools he has seen, the attendance is most irregular, the discipline most lax, and the pupils little more than infants in the spelling-book stage.

270. In every district of the division of Dacca zenana associations have been established. They are promoted by educated native gentlemen, and are almost entirely examining bodies. It is assumed that a good deal of home education of grown women goes on, their husbands or brothers being their teachers, and the object of the association is to award prizes after examination. The questions are issued to candidates at their own homes under trustworthy superintendence, and the answers examined by a central board. They cost Government Rs. 100 or Rs. 150 a year in each district, and I think they are likely to prove a useful addition to the infant education of the schools. We have to trust entirely to the integrity of those who superintend the examination of their own relatives, but it may be assumed that the examination is fairly conducted. It might be possible to depute a qualified person as Inspector, to test in a few cases the actual qualifications of those who offer themselves for examination.

271. The adult female school at Dacca appears to have declined, only eight pupils being under instruction, all being wives or daughters of Brahmos. Bengali is taught by a pundit, and, so long as male teachers are employed, the families of the orthodox cannot be expected to attend. English, indeed, is taught by a Native-Christian woman, but it is doubtful whether the study of very elementary English in a school of these pretensions has any use whatever. It was at one time hoped that the school might supply teachers for girls' schools, but this expectation has not been realized. Attached to the adult school are two infant schools of the usual type; the three grants-in-aid amounting to Rs. 110. The Dacca Philanthropic Association are very anxious for the establishment, in place of these three schools, of a first class Government school with an English head-mistress and female teachers throughout. They believe that this would be popular even with those who refuse to send their children to school under present conditions, and would by a natural consequence have a sensible effect in postponing the age for marriage. There is little doubt that an experiment of this kind would have a good prospect of success in Dacca.

272. The Commilla girls' school continues to flourish. It has 37 pupils, of whom four competed with the boys at the last primary scholarship examination. Three passed, and one distinguished herself by coming out at the head of the list, gaining a Government scholarship and a reward of Rs. 25. In Barisal similarly two of the pupils of the aided girls' school competed at the intermediate examination; one of them gained a lower vernacular scholarship, which she continues to hold in the school

273. In the Chandra Nath Female normal school in Rajshahye, which is aided by Government, there were 14 pupils, the cost to Government for the education of each pupil reaching the large sum of Rs. 238 per annum. No demands having been made for mistresses during the

year, none were sent out. Irregularity of attendance is complained of in both pupils and teachers, and there appears to be no annual or other periodical examinations. The necessity of retaining this expensive school will be very shortly considered. FEMALE EDUCATION

274. Mr. Bellett, speaking of the girls' schools in Rajshahye, quotes Mr. Clarke's opinion that the girls' schools in Bengal are now very much worse than they were ten years ago. "No substantial result," writes Mr. Bellett, "seems to come of it, and the extent of knowledge gained by the girls while at schools is, as a rule, infinitesimal. Some years ago, girls' schools used to be established because there was a general idea that Government and its local officers looked with favourable eyes on this branch of education, and that to stand well with the Collector, one of the best means was to start a girls' school. Now I imagine that this impression has been pretty generally dispelled, and the final cause of most girls' schools is to provide a post for the pundit or master. I think the time has come when the sincerity of the desire of the people for female education should be put to a practical test by insisting on fees in all girls' schools."

275. For my own part I cannot set any value upon the petty schools that have been set up in large numbers throughout Bengal under male teachers. As Mr. Bellett says, provision of a comfortable post for the teacher at Government expense is the real motive for the establishment of many. A few good Government schools set up here and there under married female teachers not living separately from their husbands would, I believe, be of great and permanent benefit. The establishment of such schools at the present time could be justified by the same reasons as those which led to the establishment of Government schools for boys 40 years ago. Without the assistance and example of Government no solid beginning can be made.

276. Pathsalas for girls aided from the primary grant have increased from 53 with 905 pupils in 1876 to 128 with 2,217 pupils in 1877. The increase is almost exclusively confined to the district of Tipperah, in which 61 girls' pathsalas have been set up, with an increase in the number of pupils from 73 to over 1,000. The district was described in the previous year's report as the most backward of the Dacca division in female education, and the Magistrate appears to have been anxious to remove the reproach Each school costs Government Rs. 3-3 a month. It is not stated what progress is being made, or whether the attendance is regular. I hope they may succeed better than the generality of girls' pathsalas. The pupils, as a rule, pay no fees, the discipline is very lax, and the progress imperceptible; the pundit being often a guru of a neighbouring pathsala, who pretends to teach the girls in addition to his regular work. It has been constantly urged that the mass-education of females may be best promoted, not by setting up special schools for girls, but by inducing them to attend the ordinary boys' schools, in which the teaching and the discipline are better, and in which there is often a very healthy rivalry between the two sexes. In this point of view, it is satisfactory to find that the number of girls attending boys' pathsalas has increased from 5,213 to 6,705—an increase of 1,500 girls. It should be added, however, that in many districts gurus are paid for the mere presence of girls at school, with no reference to progress. Whether they sit idle, or whether they are taught anything, the guru secures his reward, and the district its reputation for advancement.

277. MUHAMMADAN EDUCATION.—In the total population of Bengal, Behar, and Orissa, the Muhammadans number, according to the last census, 31·5 per cent. The returns of the year show that out of a total number of 468,834 pupils of all creeds in Government and aided schools on the 31st of March 1877, the Muhammadan pupils numbered 81,585, or 17·2 per cent. The total number on the 31st of March 1876 in Government and aided schools was 91,223, or 19·4 per cent. of the whole number of pupils in that year. The percentage in the year ending 31st of March 1875 was 20. Though the number of Muhammadan pupils, and its ratio to the total of pupils in Government and aided schools, have thus considerably decreased, the number at all schools, private as well as aided, has only very slightly decreased, from 107,284 to 106,590. On the other hand, the percentage of pupils in all schools gives a still more unfavourable result for the year under report. While Muhammadan pupils were 22·8 per cent. of the total number returned as attending Government, aided, and unaided schools in the year 1875-76, they were only 18 per cent. in the year under report. MUHAMMADAN EDUCATION.

278. The figures showing the proportion of Muhammadan pupils in different classes of schools are not without interest. In Government colleges for general education the proportion is 7 per cent.; in aided colleges 1 per cent. In all higher English schools it is 16 per cent.; in middle English schools 11 per cent. The smaller attendance in the latter class of schools is largely due to the fact that Bengali is taught to all pupils, while in most higher class schools they have the option of taking up Urdu. In middle vernacular schools the proportion is 14 per cent., and 19 per cent. in the pathsalas. Government schools of all classes uniformly attract Muhammadans to a greater degree than aided schools. In schools of technical instruction, the circumstances vary widely. Out of 222 law students there are only 10 Muhammadans; of 124 students in the Civil Engineering College there are only 2; of 176 students in the Calcutta Medical College only 4; and 3 only of 119 students of the School of Art In the matter of vernacular medical education there is a striking contrast

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between Bengal and Behar. In the three medical schools at Sealdah, Dacca, and Cuttack, there are only 10 Muhammadan students out of 669. In the Temple school at Bankipore, of 193 students 141 are Muhammadans. The Muhammadans of Behar are both higher in the social scale, and more enlightened by comparison with Hindus, than those of Bengal; ever since the opening of the Bankipore school, Hindus have shown a marked reluctance to take to the medical profession. In the vernacular survey schools 28 pupils out of 159, or 18 per cent., are Muhammadans.

279. In all schools the number of Muhammadan teachers was 3,126, or nearly 13 per cent. of the total number.

280. Excluding the pupils attending colleges, madrassas, and schools of medicine, surveying, law, and art, we have the following distribution of Muhammadan pupils in the several divisions, with the corresponding numbers of Hindu pupils:—

	Muhammadans.		Hindus.	
	1875-76.	1876-77.	1875-76.	1876-77.
Burdwan	6 571	6,533	103,358	108,908
Calcutta	1,215	1,339	7,706	8,881
Presidency	23 072	20,912	72,107	68,987
Rajshahye	22,400	19,143	22,150	19.691
Dacca	17,592	11,987	43,138	43,255
Chittagong	6,043	4,134	6,837	4,070
Patna	6,389	5,906	49,932	41,583
Bhagulpore	4,517	4,894	20,771	21,431
Orissa	1,426	1.394	17,168	32,461
Chota Nagpore	1,130	988	15,828	15,417
Total ...	90,355	77,230	358,995	364,684

The decrease in actual numbers is explained by the decrease in the number of primary schools in those divisions in which there is a large Muhammadan population, it being borne in mind that over 80 per cent. of the Muhammadan pupils are in schools of the lowest class. And the decrease in the ratio of Muhammadan to Hindu pupils is explained by the fact that the chief increase of the year has taken place in the Burdwan and Orissa divisions, where the Muhammadan population is very small indeed.

281. An application was received in the course of the year from certain Muhammadan students, praying that, as Urdu was habitually spoken by educated Muhammadans, it might be recognised in the minor and vernacular scholarship examinations, and alternative papers set in that language as they are in the Entrance examination of the University. It was decided, however, that this request could not with advantage be granted. "It is in no way desirable," Babu Bhoodeb Mookerjea remarks, "to create or intensify in Bengal Proper the language difficulty which has arisen in other parts of the Presidency. All lower class Muhammadans speak Bengali, and that only; those of the middle and higher classes, though they also know Urdu and speak it amongst themselves, yet are familiar with Bengali; and it is desirable that this state of things should be maintained." The greatest confusion and difficulty would arise if, in schools attended by Muhammadans and Hindus, it became necessary to entertain a double set of teachers, as is unhappily the case in the schools of Behar. The great majority of the pupils in our schools are satisfied with the Bengali instruction now given; and though it is probable that many Muhammadans, who now read in maktabs and madrassas, would join the middle schools if Urdu was taught, yet the plan, to be properly carried out, would entail so large an additional cost in teaching and inspection (since the majority of our inspecting officers know no Urdu) that it could hardly now be thought of. For these reasons I thought it better to refuse the request of the memorialists. The only concession that, in my opinion, could with advantage be made, would be that of an alternative Urdu paper in literature only, common to all circles; it being understood that the papers in history and such like subjects must still be answered in Bengali.

282. On the whole, the application of the Mohsin Fund to the maintenance of madrassas, in conformity with the Resolution of 29th July 1873, continues to advance Muhammadan education. The discussion upon the propriety of making the courses of all the madrassas uniform was carried on throughout the year, and the final orders of Government were communicated on the 7th May of the current year. These orders approved the proposal to conduct the annual examinations of the senior classes of the Government madrassas by a central board of examiners appointed by the Director, and those of the junior classes by the local officers. But beyond this, uniformity is not to be carried by authority. The policy of the Resolution of 1873, of leaving each madrassa to fulfil its mission of offering the Muhammadan community of the place just that particular form of education which shall appear to them desirable, is firmly enforced in these last orders. At the same time it is insisted upon not less firmly that in the very essence of these madrassas are involved the limits within which the courses of study may vary. The *raison d'être* of these institutions is that they supply what cannot be obtained elsewhere: an English education may be obtained most conveniently at the ordinary schools of the country, and therefore it is not necessary that madrassas should offer an English education. That the madrassas are to be places for specially Muhammadan studies is re-affirmed as the intention of the Resolution

of 1873. At the same time the Lieutenant-Governor would still further increase, if necessary, the facilities to Muhammadan students for studying the courses prescribed for the ordinary schools of the country, by scholarships or bursarships in zillah schools, or in the Anglo-vernacular department of the Calcutta Madrassa.

283. With regard to certain other proposals, which were discussed during the year, for affiliating the maktabs to the madrassas, it was decided that it would be enough that boys from the maktabs should share in the allotment of the free boarderships at present awarded in the different madrassas.

284. CALCUTTA MADRASSA.—The number of students on the rolls of the Calcutta Madrassa and its subordinate institutions on the 31st March 1877 was 1,005, of whom 253 belonged to the Arabic Department, 403 to the Anglo-Persian Department, and 349 to the Colinga Branch School.

285. The following table exhibits the strength of the three departments during the last six years. They conclusively prove the growing popularity of the institution :—

YEAR.	Arabic Department.	Anglo-Persian Department.	Branch School.	Total
31st March 1872	82	341	120	543
Ditto 1873	153	375	93	621
Ditto 1874	171	432	114	717
Ditto 1875	179	406	303	893
Ditto 1876	227	407	357	991
Ditto 1877	253	403	349	1,005

286. Of these 1,005 students there are 357 Oriental and 648 English students, against 363 Oriental and 628 English students in 1876, viz.—

Arabic Department	253	Anglo-Persian Department ...	403
Oriental Department, Branch School ...	104	English Department Branch School ...	245
Total ...	357	Total ...	648

Of the 357 Oriental students, 10 joined the classes of the English Department for optional instruction in English reading and writing.

287. The students are nearly all Sunnis, there being only 18 Shias, viz. 15 in the Anglo-Persian Department and 3 in the Branch School. The number of Shias last year was 9.

About 550 students belong to Calcutta, the 24-Pergunnahs, and Western Bengal; 350 belong to Eastern Bengal and Arakan (these attend chiefly the Oriental departments); and the rest belong to Behar, the North-Western Provinces, &c.

288. The parents of the students belong mostly to the middle classes, viz.—

Upper classes	8
Middle „	908
Lower „	89
Total ...	1,005

289. Remarking on the interest shown by the Muhammadan community in the school, the Principal writes :—"During last year several Muhammadan gentlemen of influence visited the madrassa and gave prizes. Among the latter I have to mention Moulvie Sadr-uddin Sahib, zemindar of Behar, and Moulvie Muhammad Hamed-ullah Khan Sahib, zemindar of Tala, each of whom gave a silver medal; Dr Tamiz Khan Sahib, Khan Bahadoor, gave Rs. 20 for two prizes in physical geography; Nawab Muhammad Ali Sahib, zemindar of Potunda, gave a silver medal and several books for proficiency in English literature and history; Dewan Hafiz Mahmud Ali Khan Sahib, zemindar of Attia, gave Rs. 50 for four prizes in Mahomedan law, principles of law, and proficiency in Persian and in English; Nawab Muhammad Hassan Khan, of Benares, gave Rs. 25 worth of books as prizes for the 2nd class, Arabic Department; and Munshi Ashraf Ali give a money prize for proficiency in logic. Moulvie Abdul Latif Sahib, Khan Bahadoor, held two meetings of the Muhammadan Literary Society in the madrassa, and thus gave our students an opportunity to attend two interesting lectures, of which one was on experimental chemistry. Nor should I forget the series of lectures on the history of Mahammadan tradition given by Moulvie Abdul Hai and the senior professors of the Arabic Department for the benefit of our students and outsiders.

"In connection with these signs of active interest in the progress of Muhammadan education shown by many parents, I may also mention the departure forEngland, durin glast year, of no less than three of our students who were preparing themselves for the Entrance examination, and of one ex-student. Their object in going to England is to go through the curriculum of an English university and to read for the Bar."

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290. The 29 Mohsin scholarships allotted to the Calcutta Madrassa and the Colinga Branch School were competed for at the annual examination in December last. The first Norman prize of Rs. 50, which is open to all Muhammadan Entrance candidates in Bengal and Behar, was again carried off by a student of the Anglo-Persian Department, named Abdul Jawad.

291. The total expenditure for the year on the Calcutta Madrassa and Branch School was Rs. 36,990; while the fees amounted to Rs. 7,066. The annual grant, exclusive of the Mohsin scholarships for both institutions, being Rs. 35,000, *plus* the schooling fees collected, the unexpended balance for last year amounts to Rs. 5,076. The cost of each student, therefore, to Government as administrator of the Mohsin Fund was as follows:—

	Rs.	A.	P.
Cost of each student in the Arabic Department	60	1	3
Ditto ditto Anglo-Persian Department	50	10	2
Ditto ditto Colinga Branch School	10	13	6

A.—Arabic Department.

292. Mr. Blochmann writes:—"The number of students on the 31st March was 253, against 227 in 1876. The progress of the department under Moulvie Abdul Hai is satisfactory, and the behaviour and the attendance of the students, mostly grown-up men, continue to be good. During the winter months the attendance was not so good, as many of the students in November last were obliged to visit their houses in Noakholly and Sundeep, and assist their relations who had suffered during the last cyclone.

"The half-yearly examination of the department was held in July last, and the annual examination which was held in December extended, as usual, over five days. I examined the students of the higher classes, as also those of the Hooghly Madrassa, in Arabic literature: Moulvie Abdul Hai and the senior Moulvies of the Calcutta, Hooghly, and Chittagong Madrassas examined the students in the other subjects. The examinations are conducted by means of printed questions."

293. Of 174 students of the Calcutta Madrassa present at the examination, 92 passed, namely, 52 in the first division, 25 in the second, and 15 in the third.

Of the 14 candidates from Hooghly, 6 passed, namely, 3 in the first division, 2 in the second, and 1 in the third.

294. The question of suitable text-books of Arabic prose literature has again been discussed Mr. Blochmann writes:—"I am just now in correspondence with the Superintendents of the other madrassas, with a view to select well-written passages of varied information which, in a collected form, may serve as a prose reader for all madrassas.

"A few years ago I introduced vernacular arithmetic in the course of the 6th class of the Arabic Department. These lessons have annually reached higher classes, and arithmetic is now even taught in the 4th class."

B.—The Anglo-Persian Department.

295. Ten candidates went up for the Entrance examination. One was absent on account of illness; the remaining nine passed—viz. three in the first, five in the second, and one in the third division. The first boy would have obtained a junior scholarship if he had not preferred joining the Arabic Department.

The gymnasium is on the whole poorly attended, and many boys are forbidden by their parents to join the lessons. The attendance is fair in the beginning of the year; after the summer vacation the post of the gymnastic teacher is a sinecure.

C.—Colinga Branch School.

296. This school holds the position of an Anglo-vernacular middle class school, and progressed satisfactorily under Mr. Cleghorn. The number of the students in the English and Oriental Departments on the 31st March last was 349, against 357 in 1876. The slight decrease was in the number of the Oriental students, which on the 31st March last was 104, against 136 in 1876. On the other hand, the number of the English students increased from 221 in 1876 to 245 on the 31st March 1877. In the beginning of the session 50 students were transferred to the Calcutta Madrassa, viz. 10 to the Anglo-Persian Department and 40 to the Arabic Department. The number of students thus transferred last year was 29.

297. The maximum number of Oriental pupils who attend the optional English classes was 26, but the number decreased to 12 in December On the whole, the optional English classes are badly attended; the boys find it impossible to burden the Oriental course with additional English lessons. The Principal, however, reports that every facility is given them to acquire some knowledge of English reading and writing.

298. HOOGHLY MADRASSA.—The numbers of this madrassa were only 17 on the 31st of March 1877, or only one more than in the previous year. Fees and fines amounted to Rs. 75, and the total expenditure to Rs. 1,980, leaving a large balance to credit.

In November 1876 a junior class was opened and a Moulvie on Rs. 20 appointed. It does not seem likely, however, that the madrassa will be needed much longer.

299. RAJSHAHYE MADRASSA.—Besides Rs. 7,000, the annual net grant for this madrassa, a sum of Rs. 930-2-8 was regranted from the surplus of the year 1875-76, and a further sum of Rs. 160-12 was realized as tuition fees. Out of this total sum of Rs 8,090-14-8, the sum of Rs. 6,564-6-7 was actually expended during the year, leaving a surplus balance of Rs. 1,526-8-1.

Besides five students transferred to the high school in the beginning of the new session, there were 74 students on the rolls on the 31st March 1877, of whom 49 were boarders and 25 day-scholars.

300. The principal subjects of study of the madrassa being Arabic and Persian, and English being only optional, 48 out of the 74 students learn English; but many of them were students of the lower classes, and the Superintendent writes:—"I find that the more they advance in Arabic and Persian, the less attention they pay to the study of English, and notwithstanding all our encouragement, the greater number of them, when in the higher classes, give up their study of English, and I think that English, Arabic, and Persian can never go hand to hand."

301. The progress these students have made during the last three years, enables them to read in the highest class the text-books of the 4th and 5th classes of the Calcutta Madrassa. On this point the Superintendent writes:—"As we cannot help admitting quite beginners who commence from alphabets, and as we cannot expect to get advanced boys for want of primary maktabs or madrassas, therefore I am of the opinion that we cannot introduce with the present staff of teachers a higher standard than what we have already introduced, and as our madrassa is ranked as a junior madrassa, and those of Calcutta and Dacca senior ones, therefore our boys, after completing their studies here, may be transferred to those senior madrassas, if they like it."

302. Of the 74 students, 71 belonged to the middle and 3 to the lower classes of society. They came from the following districts:—

Rajshahye	...	...	38	Bogra		...	2
Moorshedabad	...	...	18	Nuddea	...	...	4
Pubna	...	...	5	Furreedpore	...	...	1
Dacca	...	...	6	Delhi	...	...	1

303. DACCA MADRASSA.—The institution was opened on the 16th March 1874. It is still in the temporary house hired for the purpose.

During the past year, three estimates of the cost of the proposed new building were under consideration. Two of them, however, were more than the funds at the committee's disposal would enable them to carry out, and even for the third, the money available, though sufficient for the actual building, was not sufficient either to erect out-offices or to surround the compound with a wall. Another appeal was, however, successfully made to some influential members of the Muhammadan community, and the foundation-stone of the building was laid by the Lieutenant-Governor in June last.

304. There were 26 boarders, of which six had free board, and the rest paid a monthly fee of Re. 1-8, or half the messing charges. The sanctioned number of boarders is 30, but the present building cannot accommodate more than 26.

305. The number of students, including the boarders, was 160 on the 31st of March last. There was, however, a rise in the number in the beginning of the year. Most of these were from the town and the neighbouring districts, but a few came from Chittagong and Rajshahye. Of these, 66 read English along with the Oriental languages, and the rest only the Oriental branches. The day students pay each four annas in the junior classes and eight annas in the senior, as their tuition fee per mensem. The boarders and scholars are exempted from tuition fees.

306 There were altogether six classes in the Arabic department, the highest corresponding to the 2nd class of the Calcutta Madrassa. From the beginning of this session, however, another extra class has been opened corresponding to the 1st class of the Calcutta Madrassa, so that there are at present seven classes. The subjects taught in the madrassa last year were almost the same as in the Calcutta and Hooghly Madrassas. The English classes are four, composed of students from the various Arabic classes, mostly from the lower ones, the highest corresponding to the 5th class of the collegiate school The boys of the highest class who pass the annual examination successfully are sent to the collegiate school to prosecute their studies further. The boys reading English within the madrassa are 57, and those reading in the collegiate school are 9.

307. CHITTAGONG MADRASSA.—The number on the rolls on the 31st March last was 144. The number on the same date in the previous year was 160. The admissions during the past year were 76, and the withdrawals 92. This was owing to the cyclone which took place on the 31st of October, about a week after the Ramzan vacation ended; and the boys, who, owing to the distance of their homes, had not returned on the re-opening of the madrassa, were prevented by it from returning at all.

MUHAMMADAN EDUCATION

308. The scholarships for the examination of December 1875 were distributed by the committee as follows:—

2 of Rs. 8 each for the 1st class.	1 of Rs. 6 for the 4th class.
1 of Rs 6 for the 2nd class.	2 of Rs. 4 each for the 6th class.

According to the proposals made in the report of 1875-76, the number of scholarships was increased by the committee, at a meeting held on the 24th June 1876, from six to nine, the value of each being reduced, but the total amount remaining the same. There are now three of Rs. 5, three of Rs. 4, and three of Rs. 3; they are distributed throughout the six classes.

309. The course of study continues to be the same as that of the Calcutta Madrassa. The first class corresponds this year to the third class at Calcutta; last year the first class was the same as the fourth class of the Calcutta Madrassa.

310. English has not been very successful in this madrassa. The result of the examination was good, but only about a third of the madrassa boys have taken up English. The cause is not far to seek. The pressure of double fees still remains, and boys do not like to pay for what they have not learned to value.

311. There were four Arabic teachers including the Superintendent, and they had to teach six classes During the year under report the Committee appointed a second additional moulvie on Rs. 20, and raised the fees of the last three classes from 2 annas to 4 annas a month, which is the rate paid also by the three upper classes. The amount realized from this source during the year under report was Rs. 383-8, out of which Rs. 339-1-6 have been paid to the two additional moulvies Besides this, there are the special English fees, the whole of which is added to the pay of the English teacher as soon as realized.

312. The madrassa is held in the bungalow which was hired for it in the beginning; but it is hoped that it will soon be provided with a house of its own. In accordance with the proposals of the Commissioner, the Government has sanctioned the erection of an upper storey in the dâk bungalow, with a view to transfer thither the present Judge's office, which will then be made over to the madrassa for Rs. 15,000.

NORMAL SCHOOLS

313. NORMAL SCHOOLS.—The reductions of the year fell with heavy effect upon normal schools, the grant for which was reduced from Rs. 1,54,000 to Rs 85,000 There were 41 training schools on the 31st March 1876, of which 13 were closed during the subsequent year: these were the schools of Kishnaghur, Berhampore, Bankoora, Beerbhoom, Pubna, Bogra, Maldah, Dinagepore, Mymensingh, Furreedpore, Burrisal, Comillah, and Noakholly. The Rungpore and Burdwan schools were also closed shortly after the close of the year, and orders for closing the Arrah school have been issued. The schools of Bhagulpore and Chittagong were reduced from the first to the second grade, and those of Midnapore, Gya, and Chupra from the second to the third. Those that still remain are the following:—In the first grade, the schools of Calcutta, Hooghly, Bauleah, Dacca, Patna, Ranchi, and Cuttack; in the second grade, those of Jessore, Chittagong, Bhagulpore, and Purulia; in the third grade, those of Baraset, Midnapore, Julpigoree, Gya, Chupra, Chumparun, Mozufferpore, Durbhunga, Monghyr, Purneah, Hazareebagh, Chaibasa, Balasore, and Pooree. They have, therefore, been chiefly retained in Behar, Chota Nagpore, and Orissa.

314. The sweeping reductions of the year, therefore, involved the abolition of the second and third grade normal schools in nearly all advanced districts. Nor can this be regarded as a very serious calamity. Within the three or four years during which these training schools had been at work, the great majority of the pre-existing gurus who were capable of improvement had been trained. For those who were incapable of improvement the school was unnecessary. For the provision of new teachers as the old dropped off, it was believed that the pupils of middle and intermediate schools would afford an ample supply. This, in fact, is the very class which, in all advanced districts, has of late furnished new gurus to the pathsalas. It may be objected, indeed, that such teachers are entirely ignorant of the art of teaching; but so they were under the normal school system. The time spent by an intending guru in the normal school was practically given up to learning the subjects which he had to teach. To many third grade normal schools a pathsala was attached, and the pupil-teachers occasionally gave lessons therein; but the brief period of training afforded little opportunity for acquiring the teacher's art. The acquisition of that art is a thing of very great importance; but if the necessary machinery does not exist in the normal schools, there is no object in retaining them for the purpose of supplying instruction which can be given just as well elsewhere. These remarks apply only to third grade normal schools. In those of the first grade, as I shall shortly explain, the art of teaching forms a prominent part of the course.

315. Where schools of secondary instruction exist, therefore, in sufficient numbers, little harm has been done by abolishing normal schools for the training of gurus. Still further, in all those districts in which the method of payment by results has been introduced, the payment of teachers according to their success offers sufficient inducement to capable men to follow that calling, and gradually tends to thrust the incompetent from the field. Mr. Harrison is of opinion that, though the money spent on the Midnapore normal school has not been wasted, yet the school forms no integral portion of his educational system, and he would not oppose its abolition. In backward districts the case is doubtless different. Either secondary schools do

not exist in sufficient numbers, or their pupils can find employment more lucrative than that of a guru. Under such conditions, the normal school must be kept up for the purpose of giving candidates that education which they can obtain nowhere else. Such is the case in the districts of North Behar, in Chota Nagpore, and in parts of Orissa. NORMAL SCHOOLS.

316. The second grade normal schools have all the character of a compromise. Their establishment, while it is needlessly expensive for gurus, is not strong enough to train pundits satisfactorily. It was supposed, when a distinction was made between the objects of second grade and of third grade schools, that a small portion of the stipend-grant of the former might be usefully set aside in certain districts to give a year's training to teachers destined for intermediate schools. That argument, if it had force, had equal force in regard to all districts; while in most it had been taken for granted that such teachers could be secured without recourse to the agency of normal schools. Indeed, if the objects of second grade schools be clearly defined, it is difficult to defend them. Their pundits can be better trained if they carry their stipends to the nearest normal school of the first grade; and with respect to primary teachers, either a training school on a more moderate scale, or the middle and intermediate schools of the district, would furnish a sufficient supply.

317. The following gives the outturn of certificated gurus for the year. It is not stated how many were actual teachers of pathsalas before joining the school:—

Number of gurus who obtained certificates during the year.

	1st grade.	2nd grade.	3rd grade.	Total.
Burdwan Division	57	34	...	91
Presidency ditto	26	19	..	45
Calcutta	...	...	...	...
Rajshahye ditto	8	31	...	39
Dacca ditto	2	15	...	17
Chittagong ditto	1	11	..	12
Patna ditto	148	102	24	274
Bhagulpore ditto	27	51	14	92
Orissa ditto	42	60	...	102
Chota Nagpore Division	10	36	...	46
Total ...	321	359	38	718

318 First grade normal schools were affected by the orders of the year to this extent, that while the establishment of each was maintained, the stipend-grants were seriously reduced. By Sir George Campbell's orders the stipend-grant of a first grade normal school had been fixed at Rs. 300 a month. This was summarily reduced to Rs. 100 or Rs. 120 in the case of every first grade school except that of Hooghly, to which was assigned a monthly grant of Rs. 200. It was further ordered that stipends should not be given as a bribe to entice pupils to the school, but should be awarded as scholarships after examination to the most deserving pupils at the end of their first year of study. The principle that inspired these orders was that the actual money value of a normal school education made stipends superfluous. In other walks of life professional men paid for their own technical instruction; schoolmasters should do the same. The result did not justify these expectations. Hardly a single pupil applied for admission to the normal schools at the beginning of the session; and it became evident that the attractions of a pundit's post were not of themselves sufficient to induce men to devote three years of their life to qualifying for it, and to pay schooling fees in addition. Doubts had been expressed whether the stipends in normal schools had not been largely enjoyed by men who had no intention of becoming teachers. Inquiry was made, and it was shown that there was but slight foundation for the statement; the pupils abandoned that line of life only when in despair of finding employment as teachers. The orders were reconsidered and cancelled; but it was in many cases too late to attempt the formation of a first year class, and the number of pupils in these schools has been largely reduced. The result of the experiment shows that, in the opinion of those from whom the class of pundits is recruited, that profession is underpaid in comparison with others that are open to them. In providing stipends, therefore, Government pays by anticipation part of the expense that should rightly fall upon the subsequent employers of the pundits; it follows therefore that stipends will become superfluous only when the emoluments of those teachers are increased. But the working of the grant-in-aid rules affords sufficient proof that, looking at the matter broadly, the limits of private expenditure upon middle education have been reached, and consequently that, if pundits are to be more highly paid, the grant-in-aid rules must be made more liberal—a result that would come round to the same thing. The provision of stipends for pundits is accordingly defensible on the same grounds as those which justify all Government expenditure upon education, namely, that Government has an interest in the work, and that with less support from Government it would not be done, or not so well done.

319. The amount of the stipend-grant becomes a question of the first importance as soon as it is seen that without stipends the classes remain empty. We are somewhat in the position of a man who, having built a large mill with costly machinery, is chary of spending money upon

NORMAL SCHOOLS. the raw material to be worked up; thus losing the interest on his capital and securing no returns proportionate to his outlay. Taking the average expenditure on the seven first grade normal schools, it is seen that the cost of establishment for each is Rs. 420 a month, and the stipend-grant Rs. 120. Spread over three years, the grant will provide for ten or twelve stipends of Rs. 3 and Rs. 4 each. Hence the yearly outturn of pundits is at the rate of less than two for each district. The demand for pundits is of course much greater than this, and the consequence is the employment of inferior and ill-qualified men in a large number of schools. It becomes, therefore, most difficult to enforce Sir Richard Temple's order that only fully-trained normal school pundits shall be employed in aided schools. The number is not sufficient for this. With a stipend-grant of double or treble the amount now assigned to each first grade school, it would be possible in a short time to provide good vernacular teachers for all middle schools. The recent orders reconstituting middle English schools on a vernacular basis will shortly begin to have their effect, and the demand for qualified teachers will be sensibly increased. The normal school stipends have been declared to be scholarships, and this principle suggests the mode in which they should be awarded. A certain number should be assigned to each district, and awarded in order of merit to those candidates at the middle scholarship examinations who were willing to read at the normal school, and afterwards to return as teachers to their own districts.

320. In a previous paragraph, treating of the course in vernacular schools, reference was made to the difficulty of teaching the subjects of botany and chemistry which now form a compulsory part of the middle scholarship course. It should be clearly understood that the teaching in most normal schools of the first grade is altogether out of relation to the requirements of the middle schools. In Sir Richard Temple's Minute of the 9th September 1875, it is ordered that each first grade normal school "be furnished with proper apparatus and laboratories for instruction in chemistry and botany at least. No person is to be passed out unless he is qualified to practically afford elementary instruction in one or both of these sciences." It was added that as the number of these institutions was so very limited, we should be able to see that this was really done. But shortly afterwards the reductions in normal schools made these orders a dead letter, for the appliances of scientific instruction cannot be procured for nothing. I will give a brief account of the means that exist for teaching science. In the Calcutta normal school the provision is sufficient. The attached pathsala has a large surplus income, which is partly converted to the use of the normal school. A graduate on Rs. 60 a month teaches chemistry and physical geography, with an assistant on Rs. 13, a servant on Rs. 7, and contingent expenditure of Rs. 25; in all Rs. 105 a month, paid for from the surplus fees of the pathsala. For botany, one of the teachers of the model school used formerly to take the normal school pupils twice a month to the Botanical Gardens for practical illustration of the lectures; for this purpose a contingent allowance of Rs. 10 a month was sanctioned, payable from the cuttings of the stipend-grant. With the reduction of that grant, this source of income no longer exists, and the visits to the Gardens have come to an end. At Hooghly, after the issue of the Minute, it was proposed that the assistant lecturer in the college should give lectures in science to the pupils of the normal school. This was sanctioned. The further proposal to expend Rs. 500 on apparatus and chemicals for the illustration of the lectures, and to appoint an assistant on Rs. 8 a month, with an allowance of Rs. 5 for contingencies, could not be entertained. At Dacca a teacher of chemistry and botany on Rs. 35 was appointed in May 1876, and a supply of the necessary apparatus provided from the surplus funds of the school. At Bauleah there is no special teacher; the head-master teaches the scientific subjects as well as he can. The college is 250 yards off the normal school, and Mr. Clarke proposed that the science lecturer in the college should teach the normal school pupils with an allowance of Rs. 25 a month for the extra work, and of Rs. 8 for an assistant and contingencies As these proposals involved expenditure, they were dropped. In Patna, the head-master himself teaches natural philosophy and chemistry; botany is not provided for. For the illustration of the natural philosophy lectures, sufficient apparatus exists; for practical experiments in chemistry, a further outlay of Rs. 120 is needed At Cuttack no special teacher could be appointed, but the second master was directed to prepare himself in six months to teach these subjects. At the end of that time he declined to be examined, and was allowed a further period for preparation. After a further period of six months he was examined by the Civil Surgeon, who was of opinion that "with the aid of books he would be able to teach boys chemistry and botany in the vernacular." At the same time it was declared that without the necessary chemicals and apparatus, it would be impossible to teach the pupils chemistry; but it has not been possible to make any such provision.

321. It follows, then, that we are not consistent in our orders. We compel the introduction of botany and chemistry into the middle schools, and at the same time we give the teacher under preparation for these schools no real instructions in those special subjects. It is impossible to be satisfied with such a state of things. Either the needful provision should be made in the normal schools, or the subjects of chemistry and botany should be removed from the scholarship course.

322. The French normal school proceeds on the assumption that the best preparation for teaching is thorough knowledge of the subject. The German system, on the other hand,

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declares that the art of teaching has itself to be taught; and this is the principle on which the first grade normal schools in Bengal are constituted. The chief qualification looked to in appointing the head-master of such a school is skill in instructing the future pundits how to teach. Practice in the model school under the eye and the guidance of the head-master is rightly regarded as a matter of the first importance. The command and control of a class is not necessarily gained by practice without previous instruction in the art; and large numbers of teachers in Bengal have not the most elementary notion of the method of getting a class in hand and of keeping the attention of the pupils on the alert. In this respect the substitution of a central examination of normal school pupils for the certificate formerly given by each head-master has not been an advantage. Skill in the art of teaching is now tested by written papers on the subject, and certificates given accordingly. Theoretical knowledge affords no measure of capacity in so essentially practical an art; and even in other subjects, proficiency in which can be tested by examination, it may well happen that the most competent teacher is not he who gains the highest marks. It is no doubt desirable to have an external check upon the progress of normal schools, but the present check of a central examination is not without its drawbacks. The head-masters of these schools are carefully selected, and occupy positions of great responsibility; and I believe that they might be always trusted to form a better estimate of the worth of their pupils as schoolmasters than any central examination can elicit. Some of the most experienced head-masters have supported the view that the present orders are injurious to normal school teaching; they are compelled to instruct their pupils rather with a view to the examination on paper than to practical work. The scrutiny of the Inspector into the conduct of the school would furnish a sufficient supplementary check upon the work of the head-master.

323. The first examination under the central system was held in December last. Besides the pupils of normal schools, the examination was open to private candidates for vernacular masterships, but only two appeared. The pupils of each year are separately examined; and certificates of the first, second, or third grade given to successful pupils of the 3rd year, 2nd year, or 1st year classes. Only those who have passed the examination in the first grade are eligible for head-masterships in any middle vernacular school; those who pass in lower grades are eligible for inferior masterships, or they may continue to read in the normal school to the completion of the course with the object of gaining a higher certificate. The following table shows the result of the examination in all grades: 163 candidates passed out of 278 that appeared:—

Name of School.	1st grade Certificates.					2nd grade Certificates.					3rd grade Certificates.				
	Number of candidates.	High.	Medium.	Low.	Total passed.	Number of candidates.	High.	Medium.	Low.	Total passed.	Number of candidates.	High.	Medium.	Low.	Total passed.
Hooghly	19	2	11	5	18	11	4	6	1	11	22	1	8	7	16
Calcutta	12		1	9	10	13	...		3	3	16	...	2	6	8
Bauleah	10	..	4	1	5	18	...	2	8	10	27	.	3	14	17
Dacca	26		3	10	13	21	...	2	9	11	32		1	13	14
Chittagong	8	..		3	3	7	...	...	3	3	10	...	1	4	5
Mymensingh	9	..		9	9	7	...	1	4	5	.	...	...	...	..
Puruliá	4	...	..	...	..	1	...	.	...	.	8	..		1	1
Private candidates	1	...		1	1	1	...	...	...	.	...	...	...	...	..
Total	89	2	19	38	59	79	4	11	28	43	110	1	15	45	61

The Hooghly normal school maintains the high position with which it has been credited for many years. The Calcutta school, especially in its first and second year classes, was much less successful. If the Bauleah school is not quite up to the level of Hooghly, it must be remembered that the middle schools of Northern Bengal furnish less promising material to work upon; the standard of examination being the same, the result is satisfactory. Babu Dinonath Sen, for many years head-master of the Dacca normal school, took leave during the year; the school has done well under the officiating head-master.

324. The schools of Patna, Ranchi, and Cuttack, in which Bengali is not the vernacular, were not subjected to the common examination. At Patna, the head-master has been placed

NORMAL SCHOOLS. in editorial charge of the *Behar Hindi Gazette*—an arrangement which has not worked well. No allowance having been sanctioned for the editorship of the Gazette, the work was given to the head-master of the normal school in addition to his own duties, in consideration of the personal allowance of Rs. 150 which he draws. But it has been found necessary to appoint an assistant to the head-master on Rs. 100 a month, in order to carry on his work in the school; and therefore, as the Inspector remarks, the arrangement has not even the merit of economy. "The *Hindi Gazette*," he continues, "as I see it issuing these five months, is no very extraordinary thing, and an editor for it, as it is, is not difficult to find on Rs. 100 a month." The arrangement was originally made as an experiment merely, so that, if the Gazette did not succeed, it might be abandoned without difficulty. The Government is now in a position to say whether the Gazette is to be maintained; but whatever decision may be come to on this point, it is clearly desirable that the division of the head-master's services between the normal school and the Gazette should come to an end forthwith. The Inspector recommends that Rai Sohan Lal, the head-master, who is known to be a superior Oriental scholar, should be made over to the Gazette entirely.

325. The course in the Patna normal school has undergone thorough revision during the past year, with a view to the removal of the language difficulty about which so much has from time to time been said. Until lately Hindi alone was taught in the normal school, except to Muhammadan pupils, who were allowed to learn Urdu; for them a special teacher was entertained. But all teachers, whether Hindu or Musulman, have in general both Hindu and Musulman pupils; it became therefore necessary to double the staff of teachers in any middle school so circumstanced, if the work was to be properly done. It has long been recognized that, in Behar, whatever language might be enforced on pupils, teachers at any rate should be instructed in both. This is in fact the obvious means of diminishing the language difficulty, by putting an end to the extravagances of those who know only one of the two forms of language current in Behar. The course in literature now taught to the Patna students is the following. For the first year:—Hindi, Hall's selections, and Tulsi Das' Lanka Kanda; Urdu, Ghalib's letters, and selections from Ijad Rangi. For the second year:—Hindi, Sohan Lal's Phulon-ka-Har, and Tulsi Das's Aranya Kanda; Urdu, Siva Prasad's selections. For the third year:—Hindi, Kahani theth Hindi men, and Siva Prasad's Gutka, Part III; Urdu, Araish-i-mahful.

326. It may be added that the plan of composing Hindi and Hindustani versions of school-books, in language and style differing from each other as little as possible, instead of as much as possible, has found favour in the North-West. Besides Raja Siva Prasad's Grammar of Hindi and Urdu, Lakshmi Sankar Misra's scientific treatises, and the well-known text-book Vidyankur, have within the last two years been re-written, in Hindi and Urdu, on this principle.

327. The Ranchi school suffered from two changes of head-masters; and Mr. Garrett observes that the salary of Rs 100 is hardly sufficient to attract a first-rate Hindustani from Behar or the North-West, and that, if one is found, he quickly finds more profitable employment outside the department. The school felt the new rules forbidding first year stipends severely. The Anglican Mission, with a view to assisting the new school, had sent nine boys in addition to the five who originally formed the school, and its prospects looked bright. As soon as these boys and some teachers, who had also sought admission, found that they would receive no stipend and would have to pay fees, they left the school, being wholly dependent on others for their support. Thus there remained the original five, of whom three passed in the annual examination.

328. The attendance at the Cuttack school has decreased from other causes besides the rule about stipends and the reduction of the stipend grant. The establishment of medical and survey schools has drawn away a number of pupils who would otherwise, it is said, have joined the normal school. The Joint Inspector writes:—"The school is doing well under the excellent management of Baboo Dwarkanath Chakravarti The good it has done is already apparent, and I feel that any expenditure on its further development in the shape of providing more and efficient teachers, supplies of apparatus and educational appliances, and stipends for those receiving training, will be money not only well spent in the department itself, but be productive of the greatest amount of good in future."

329. The aided normal schools, 11 in number with 790 pupils, are almost exclusively boarding schools maintained by missionary bodies for the benefit of Sonthals, Kols, and other half civilized tribes. Thus, in Chota Nagpore, there are the Berlin (Gössner's) Mission school at Ranchi and the training school of the Scotch Mission to the Sonthals at Pachumba. For the support of the latter mission Government makes a special grant of Rs. 1,284 over and above the district grant-in-aid allotment. The training school has 42 pupils, comprising 22 Sonthal Christians, 18 Sonthals and Kols, and two Bengalees; it is doing very good work. All pupils are taught both Hindi and Sonthali, and many of them become village teachers.

330. The aided Church Mission normal school at Kishnaghur has 22 pupils, and cost the grant-in aid fund Rs. 132 a month. It trains Christian teachers only, and is not open to the inspection of the district officers Mr. Garrett reports that the "art of teaching" is carried in this school to a surprising degree of perfection, and that the vernacular teachers at Santipore trained in this school are among the best in Bengal.

331. GRANT-IN-AID RULES.—The following statement exhibits the distribution of education under the grant-in-aid system for the last two years:— GRANT-IN-AID RULES.

	1876.				1877.			
	Number of institutions.	Number of pupils.	Receipts from Government.	Total receipts.	Number of institutions.	Number of pupils.	Receipts from Government.	Total receipts.
			Rs.	Rs.			Rs.	Rs.
Colleges	6	411	22,706	1,03,107	6	556	24,198	1,07,828
Higher English schools	85	9,550	54,087	2,30,992	88	10,365	62,061	3,04,432
Middle ditto	513	27,844	1,57,372	4,48,304	438	25,101	1,46,801	4,28,698
Middle vernacular schools ...	637	30,985	94,667	2,56,406	556	28,614	89,222	2,45,019
Intermediate English ditto ...	.....	.....	.....	.....	65	2,598	12,176	31,393
Ditto vernacular ditto ...	.....	.....	.....	.....	86	3,312	8,473	22,592
Primary ditto ditto ...	345	10,267	20,755	52,251	285	8,466	14,025	34,785
Girls' schools	286	8,722	64,676	1,95,274	294	8,195	64,814	1,88,620
Normal ditto	17	733	15,775	40,952	15	852	16,294	46,043
Total ...	1,889	88,112	4,30,128	13,17,286	1,833	88,059	4,37,564	14,09,410

332. Abolished aided schools in 1875-76 cost a further sum of Rs. 5,516, and in 1876-77 of Rs. 7,737. These sums are not included in the figures above, because we have no means of knowing the amount spent upon them from private contributions; and to include only the Government expenditure interferes with the fair representation of the proportion paid by the people in the total expenditure.

333. There has therefore been a decrease of 56 schools and 53 pupils; also an increase of expenditure from Government assignments of Rs. 5,788, and from private funds of Rs. 86,336. Private contributions last year were considerably more than double the Government grants. Middle English education still claims the largest share both of the Government and of the total expenditure. The expenditure on female education is more disproportionately high than ever.

334. The grant-in-aid allotment for Bengal was last year Rs. 4,64,000, reduced to Rs. 4,20,000, and the excess of the expenditure over this allotment is distributed amongst the different divisions as follows. There was a saving in nearly every case on the separate district allotments, but not enough to bring down expenditure within the final budget grant.

Year 1876-77.

Divisions.	Grant-in-aid allotment.	Expenditure.	Savings.	Excess.
	Rs.	Rs.	Rs.	Rs.
Presidency	89,500	91,685	.....	2,185
Calcutta	97,500	89,374	8,126	.....
Burdwan	85,500	83,284	2,216	.....
Rajshahye	52,000	59 557	2,443	.....
Dacca	53,000	50,766	2,234	.....
Chittagong	7,500	6,504	996	.....
Patna	32,500	26,388	6,112	.....
Bhagulpore	18,000	20,249	.....	2,249
Chota Nagpore	14,500	13,123	1,377	.....
Orissa	14,000	14,371	.....	371
Total ...	4,64,000	4,45,301*	23,504	4,805
Reduced to ...	4,20,560	.....	4,805	—
			18,699	

* Including Rs. 7,737 on account of abolished schools.

335. Notwithstanding the urgent financial necessity that existed for all possible reductions in the grant-in-aid expenditure, we have seen that the money spent upon "abolished" schools was little greater in the last year than in the year preceding that. In the year 1875-76 grants were withdrawn from a good many schools under pressure of the orders conveyed in Sir Richard Temple's Minute dated 31st August 1875: last year the number of grants withdrawn under those orders on account of dishonest management were very few indeed. On the other hand, it might have been expected that the Director's circular of 19th September last year, insisting on the practice of the utmost economy in expending the district allotments, would have led to the withdrawal of a considerable number of grants from the most unsatisfactory of the schools. It speaks well for the judiciousness of the outlay of the allotments in previous years that in so few cases did the committees feel justified in withdrawing grants. They did, however, I fully believe, all that could be done without injury to education in their districts. Indeed, I fear, in some cases, under the sudden pressure from Government, they went even beyond the necessary limit, and reduced some of the grants below the point at which they ought to be kept if the schools are to be maintained in efficiency. Babu Bhoodeb Mookerjea writes of Maldah:—"The reductions have been too general and on too imperative a requisition to have permitted the district committee to see that, in each case of reduction of the Government grant, the local subscriptions or fees had augmented in proportion, so as to secure to the teachers the continuance of their old rates of pay. We should reduce only when reductions can be effected without lowering the pay of the teachers." With all

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their efforts, however, the total grant-in-aid allotment for Bengal was exceeded by Rs. 25,000, and I have little hope that the committees will be able to make the further reductions required in the current year.

336. The grant-in-aid rules fix the maximum proportion that the Government grant given by the committee to a school of each class must bear to the local income. But each district is left to itself to decide on the actual amount of the grants to be given; or (to put it in another way) on the total amount necessary to keep up an efficient staff in schools of each class, and then on the proportion of the necessary amount that shall be awarded to any particular school. As might be expected, these amounts are approximately the same in the several districts of most of the divisions. The Circle Inspector naturally exercises an influence that tends to uniformity within certain variations allowing for special cases. But it is satisfactory to notice that even in different divisions the average grants to schools of the same class are approaching uniformity. Thus in the four districts of the Presidency division the average grant given to middle English schools is respectively Rs. 25, Rs. 23, Rs. 24, and Rs. 24; and in Burdwan division the average grant to middle English schools is respectively in the five districts Rs. 24, Rs. 22, Rs. 24, Rs. 23, and Rs. 28. But more than this, the average grant to their middle English schools in the divisions of Presidency, Burdwan, Dacca, and Chittagong, is respectively Rs. 24, Rs. 24, Rs. 22, and Rs. 23. In the other divisions the average amount is larger and varies more widely: in Bhagulpore, Rajshahye, and Chota Nagpore it is about Rs. 33 or Rs. 34; in Orissa over Rs. 40; and in Patna as high as Rs 50. Similarly, in the case of higher English schools, the average grant is in the Presidency division Rs. 49, in Burdwan Rs. 52, in Dacca Rs. 45, in Chittagong Rs. 45, and in Chota Nagpore Rs. 45. The average in each division in the case of these schools is struck from a smaller number of figures, and is more liable to be affected by exceptional cases. Thus, excluding Moorshedabad, in which the only aided higher English school has the exceptionally low grant of Rs. 29, the average grant in the Presidency division is Rs. 53. In the case of middle vernacular schools, the most numerous of all the classes of grant-in-aid schools, the average grant in the Presidency division is Rs. 13, in the Dacca division Rs. 13, in Burdwan Rs. 14, in Chittagong Rs. 14, in Rajshahye Rs. 14, in Orissa Rs. 15, in Bhagulpore and Chota Nagpore about Rs. 17, and in Patna a good deal more. These figures show a greater uniformity throughout the more advanced divisions at all events than we might have been led to expect from a consideration of their mutual independence in the management of the grant-in-aid allotments, and they are a proof of the general justice of the distribution of the funds among the divisions.

337. It is perhaps worth notice that the average grants in the advanced divisions to the higher English, the middle English, and the middle vernacular schools, as given in the above quoted figures, are less by about 15 to 20 per cent. than the average salaries demanded by certificated head-masters of the three classes of schools.

338. Although in the several districts the authorities have withdrawn so few grants on account of dishonesty in the management, under the directions contained in Sir Richard Temple s Minute, it cannot, unfortunately, be concluded that the cases of dishonest management are few. On the contrary, the true conclusion is that where really straightforward management was so rare, the committees and Inspectors hesitated to press matters to extremities. For the last four years the Inspectors' reports have repeatedly represented the unsatisfactory working of the present system of checks. For years a school may go on smoothly, and accounts come up to the Inspector in perfect order; the masters give the Secretary receipts for their salaries in due form; subscriptions and fees and balances are regularly shown, and the Government grant is regularly drawn. At length one of the masters quarrels with the Secretary and exposes the whole scheme; the masters have not received their salaries, and the accounts are cooked from first to last, the masters and the managers combining to defraud Government. Now, if these cases were exceptional, as no doubt some years ago they were, it would not have been necessary to notice the matter. Among so large a number of schools there must needs be cases of dishonesty in management. But, unfortunately, the opinions of the Deputy and Circle Inspectors are too unanimous to allow us to console ourselves with this belief. The unpleasant truth is forced upon us that, in very many cases, the more advanced the district and the older the school, the less honest becomes the management. Thus Babu Bhoodeb Mookerjea, the most experienced of the Inspectors, writes of the schools in Maldah: "I know how perfectly healthy the young aided schools of that district were some years ago, and now I find that the usual complaints about fraud and forgery, and non-payment and irregular payment of teachers, have grown up in that district to an extent to be felt most painfully." It is true, he thinks, the chief cause of this lies in the injudicious reduction in the amounts of the grants given: the result, however, dishonest management, is the same, whatever the existing cause. Mr Garrett proposes to do away with all but one of the present conditions on the ground of the impossibility of being sure that they are really fulfilled, and of the temptation that this security from detection places in the way of the managers of schools. He proposes to make all grants on a simple plan like that followed in administering the primary fund. The department should insist on the appointment and maintenance of a competent staff, and on the submission of the salary-receipts of this staff before each month's grant was paid; but for all other matters the managers should be left entirely to themselves. There would still, he admits

be an uncertainty as to the actual amount which each master had put into his pocket; but this would no longer be important. We are chiefly concerned, he argues, in maintaining a competent staff, and this can be effected in the same way as now through the inspecting officers; and though it would be a good thing also to ensure the full payment of the masters, our present system of school accounts is useless for the purpose, since masters and managers combine to deceive the Inspector. GRANT-IN-AID RULES.

339. Mr. Garrett claims for his plan that it simplifies the procedure without affecting in any way the principle of the grant-in-aid system, and that it prepares the way for the universal application of the test of results in the examinations, without making this test at once and prematurely compulsory. I will sketch the plan as it would work. An application is made for a Government grant-in-aid in support of a school of a stated class—higher, middle, or lower. With the application detailed information is submitted (as at present) to the district committee and the Inspector regarding the course of studies, the number of pupils, the proposed expenditure, the ways and means, the position in society of the managing committee, and the like; while the department affords the district committee (as at present) full information regarding the schools in the neighbourhood of that now to be aided. If the application is admissible according to the rules now in force, the applicants are informed of the staff which they will be required to keep up. The qualifications and numbers of this staff will of course vary (as at present) according to the class of school it is proposed to establish, and will be settled by the district committee and circle Inspector in consultation; the staff for all schools of the same class being normally the same, but admitting of slight variation according to the circumstances of the schools. In the same way the grant, while normally the same in all schools of the same class, will vary within limits fixed by considerations regarding locality and the like. The applicants will then accept the grant on the condition of maintaining an efficient staff—that is a staff possessing at least the qualifications required by the Director in his letter sanctioning the grant. So far there is no change proposed in the present system, except that more prominence is given to the existing rule requiring the appointment of a competent staff; this rule is made more explicitly the really essential condition. Here, however, the simplification begins. The maintenance of an efficient staff is to be the only condition, the fulfilment of which will entitle to the grant. The maintenance of an efficient staff is to be ensured exactly as it is ensured now, by the visits of the inspecting officers. These visits are the only trustworthy assurance that we have under the present system that the masters, to whose appointment the Inspector has agreed, really work in the school, and these visits will continue to give the same assurance. Having, then, this assurance that an efficient staff is maintained, the present system of checking the school accounts becomes superfluous. All we need know before paying the grant is that the masters have been paid for the previous month; that is, that the last month's grant has been expended upon the purposes of the school. To this end the Secretary of the school should be required to send in with each month's bill for the grant a statement signed by each master on the staff, declaring that he has been satisfied by the Secretary for his work in the month next preceding that for which the bill is drawn.

340. In the foregoing remarks, by "efficiency of the staff" has been meant the possession by the masters of certificates of having passed one or other of the public examinations instituted by Government for testing the several classes of schools and colleges. But after the staff has been at work for some time, their efficiency will be tested by the results of their work as shown in the school's success in the public examinations of its class; and unless the inspecting officers' reports make it clear that the masters are not in fault, the Secretaries of unsuccessful schools will be required to change their masters. Here, again, there is no change proposed, for this is actually done in some cases; the only point now will be that this test will be more frequently applied.

341. In the plan as above sketched the only innovation is that of doing away altogether with the supervision by Government of the school accounts. It is argued that these submitted accounts are so untrustworthy that the figures are valueless for statistical purposes, and that the object for which they were devised is just as effectually attained by the submission of the masters' certificates that they have received such pay as satisfies them. The agreements between the managers and their masters would be made like any other contracts, and their non-fulfilment would be cognizable by the ordinary courts.

342. Such a simplification would, there is no doubt, save the Inspectors an enormous amount of account-checking and correspondence, a large part of their time being now spent in calling on Secretaries for explanations and corrections of their accounts. While I doubt whether it would do to simplify the rules to such an extent in the more backward divisions, I am of opinion that it would answer well in such divisions as Presidency, Burdwan, and Dacca, and in some of the districts of other divisions.

343. This question has of course been frequently raised in past years, but the answers then made to the objections do not now apply. In 1856 the grant-in-aid rules came into operation in substantially the same form as at present. As early as August in the next year it became necessary to adopt measures to check fraud in connection with grants to schools. In that month a circular order instructed Inspectors to take care that all grants were for specific objects. In May, and again in November, 1858, the appointment and control of the

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teachers was brought more directly under the Inspectors; in July 1859 more frequent inspection was insisted upon; in November rules for examining teachers were framed; and in April 1860 a rule was passed for bringing ill-managed schools directly under the control of the department, just as Sir R. Temple ordered in his Minute of August 1875. All these rules were designed to "check fraud in connection with grants to aided schools." Moreover, in 1858, proceedings were twice instituted in the criminal courts against Secretaries of aided schools.

344. In 1859, or just three years later, referring to reports that had been made to Government of the prevalence of fraudulent administration on the part of managers of aided schools, a despatch from the Supreme Government has the following remarks:—"It does not seem out of place to refer to a doubt which is understood to have been expressed by some of those most interested in the cause of education in Bengal—namely, whether many of the cheaper grant-in-aid schools are not in fact supported exclusively upon the amount which they receive from Government; false returns and receipts being periodically submitted to ensure the continuance of the grant." Taking action on this despatch, the Bengal Government ordered an inquiry, and the result is thus summed up by the Director of Public Instruction:—"The inquiries instituted have served to show that minute peculation and petty frauds are lamentably common, but that more serious cases of malversation are far from frequent." Ultimately the Secretary to the Government of Bengal communicated an order that every case of fraud committed in connection with Government grants-in-aid should be prosecuted before the Magistrate of the district. In conveying these orders the Lieutenant-Governor deplored the state of society which allowed persons notoriously to commit these frauds without fear of loss of character; but at the same time expressed his belief that "where the people are really anxious for an aided school, they will, in some way or other, so contrive, if the Educational Department insists upon honesty, that no local manager shall deprive them of what they want. The practice of petty frauds, which must have such an effect," (that of so depriving them) "will cease to be compatible with local respectability." Passing over seven years, during which continual notice was drawn by inspecting officers to the shortcomings of the aided school committees, we come to the revision of the grant-in-aid rules of August 1867. Of the necessity for this revision the Director wrote: "Experience has shown that greater stringency is absolutely necessary to secure the fulfilment of the conditions on which public money is granted, particularly in respect to the realization of the local income which is guaranteed to meet the State grant, and the regular payment of the salaries of the teachers." He afterwards gave it as his opinion that it was doubtful "whether we have not been premature in leaving so much discretionary power in the hands of the school managers;" and that "if the rules as now amended should fail to produce marked improvement in their administration, a radical change will be indispensable."

345. The rules as then revised are those in force at the present day, no important change having been made in Sir George Campbell's second revision; they did not differ materially from the original rules of 1856. The Director, in introducing them, observes that they "are precisely the same in principle as those which they are to supersede." "It is," he writes, "of the greatest importance to be able to ascertain at all times, beyond the possibility of dispute, who are the persons actually responsible for the proper expenditure of the income of all schools enjoying grants of public money. The new rules contain precise directions for securing this information." As a matter of fact this greater precision was the only object gained. New forms of application, of acceptance, of bills and of accounts were introduced—the checks, that is, were multiplied, but they were not made any more certain than before. With the view of fixing the responsibility on the proper persons, the most recent order on this subject obliges managers of aided schools to sign stamped agreements declaring their responsibility for the proper application of the funds. But the only difficulty hitherto felt has been that of discovering the fact of fraudulent management; and the stamped agreement will give no help whatever in this direction.

346. During the few years immediately succeeding the introduction of the new rules, the system underwent a great deal of criticism, notably from Mr. Howell. The Inspectors of Schools stated at great length the case for the retention of the rules in their reports for 1869-70. But it is noticeable throughout their remarks that they were defending the system against enemies and not against reformers; they were in fact insisting on the superiority of the Bengal grant-in-aid over the Bombay payment-by-results system. The Director, in his annual report for the year 1869-70, writes as follows:—"In the opinion of those best able to judge of the operation of the Bengal rules there is no cause for introducing radical changes. The system has been charged with extravagance, and with encouraging and concealing dishonesty and fraud in the managers of schools to an extent that is publicly demoralising." After denying the truth of the former of these charges and expressing an opinion that the latter was an exaggeration, he proceeds: "The rules, if properly enforced, are *far from powerless* to check these frauds; and it is held that but slight, if any, changes are required to make them completely effective." I have italicised the three words in the last sentence: they are the strongest words that the strongest defender of the rules felt justified in using. The stoppage of all new grants, and the discussions of the preceding years on the working of the rules, left the Inspectors free for a time to apply themselves to the correction of ill-managed

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schools. In the reports for 1870-71 several of the Inspectors give detailed accounts of their investigations. The late Mr. Martin writes: "Whenever it was found that the people could not pay their quota, the grant was either withdrawn or reduced, and at the same time every exertion was made to ensure greater regularity in the payment of teachers. Whenever there was delay, letters were written by me to the managers, telling them that they were risking the forfeiture of their grants, and demanding immediately a receipt from the teachers for their salaries to the end of the last month. Whenever masters whose appointments had not been sanctioned by me were employed, I required a report from my deputies; and if they were pronounced unfit, I immediately insisted upon their dismissal, and the appointment in their place of competent men. By such and similar proceedings I believe I have placed a great majority of the grant-in-aid schools on a better footing." Babu Bhoodeb Mookerjea reported:—"With a view to improve my relations with the aided schools, I issued the following circular:—

"1. Every appointment made by the Secretary is to be reported for the approval of the Inspector. No appointment will be valid without such approval.

"2. Every dismissal made by the Secretary is to be reported to the Inspector, with a voucher in the handwriting of the person dismissed to the effect that he had been paid up in full to the day on which the notice of dismissal was served.

"3. A list of holidays to be granted during the next 12 months to be sent for approval to the Inspector.

"4. Every leave of absence to be confirmed by the Inspector."

347. In other words, the Inspectors found their true checks to consist in the *appointment of competent masters* and in the *receipts of the teachers for their monthly salary*: and these are the only two conditions that Mr. Garrett would have enforced. I must say that the elaborate monthly accounts, with the threat of prosecution at the foot, might be done away without any other important effect than that of lessening the work in the Inspector's office. In earlier days it was perhaps possible for an Inspector with a small number of schools under his control to look into all the accounts of all his aided schools, to inquire into the reality of the subscriptions entered in the book, and to concern himself minutely with the position and substance of all the managers. To day the increasing number of schools makes this impossible for the Inspector, and the increasing work of the Deputy Inspector under the Magistrates is making it impossible even for him. Simplification has become a necessity.

348. In the Minute of August 1875 already referred to, the district committees were directed to take into their own hands the management of those schools with the local management of which they were not satisfied. Only one case of the kind has yet been reported to me. Babu Bhoodeb writes on this case:—"As to the discovery of fraudulent practices by the district committees on their taking over temporary charge of schools which were not successfully conducted by the local managers, no cases have occurred worthy of mention excepting one in the Maldah district, where the school at Jho being reported against by Mr. Inspector Clarke, the committee took it up, but only to drop it immediately." He proceeds on the general question: "There is nothing yet in the constitution of the district committees which can enable them to carry on schools ill-managed or deserted by their private proprietors. The district committees, constituted as they are of the most influential gentlemen of every district, are no doubt as good representative bodies as can be produced under the circumstances; but however liberal as private individuals the members may be in contributing from their private resources for the support of schools, there seems to be no call yet felt by them to supervise educational administration in their public capacity." This imperfection in the constitution of the committees is not the only one, and indeed is not to be charged upon all committees alike. For instance, the committee of the 24-Pergunnahs takes a very active interest in educational work. The Magistrate of this district, however, points out another defect in their constitution; he writes:—

"Nor except in the case of localities with which individual members of the committee happen to be familiar, has that body any sufficient ground to go upon, independently of financial considerations, in recommending and refusing grants. It may of course be said that the committees should represent all parts of the district; but in fact gentlemen residing at a distance from Alipore can very seldom attend meetings held there. If the present system is to continue, arrangements must be made for laying before them much fuller reports from inspecting officers." Writing on this same question of the want of knowledge of the state of education in all parts of the district, and the consequent want of interest in the progress of education as manifested in the proceedings of the committees, Mr. Garrett repeats his remarks in the last report on the proposal to have sub-divisional committees. He writes: "My own idea is to have sub-divisional committees under the general direction of the district committee, as contemplated in Sir George Campbell's orders. In this way we should get the local knowledge now wanting, as pointed out in my last report and by the Magistrate of the 24-Pergunnahs; and we should have a fairer distribution of the money. My grant-in-aid books show how unfairly large a share the sudder sub-divisions get in three of the districts."

349. The character and influence of district committees differ widely. I have attended committees where the Vice-President stated the business, declared his decision, and the meet-

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ing was over. I have sat on others at which the proposals of the Magistrate or of the Commissioner were contested, criticised, or supported, by native official and non-official members, without any suspicion of indecorum on the one side, or any trace of resentment on the other. Committees whose business is carried on in this way are realities; and the free discussion of subjects in which the average Bengali member takes much interest and shows much capacity has thrown light on many a doubtful question. Where the district committee meets often, the Magistrate and the members who attend commonly succeed in getting a useful general acquaintance with the state of the schools and the character of the teachers and inspecting officers—a fact which tends to keep the latter on the alert. Still the constitution of the committees makes it clear that their chief use lies in supervising and managing the schools at head-quarters. In Midnapore, however, Mr. Harrison has divided the district committee into sections or sub-committees, each charged with particular duties, or with the supervision of a special branch of education; and Mr. Harrison speaks in high terms of the value of the services which by this division of labour they are enabled to perform.

350. The prizes and endowments founded by liberal-minded persons for the encouragement of education are only connected with the subject of grants-in-aid in so far as they measure the tendency to substitute private contributions for Government aid. A list of these benefactions is accordingly given:—

(1)—Maharajah Jotendro Mohun Tagore founded two scholarships of Rs. 20 a month each, tenable for one year at a cost of Rs. 12,000, to be called—

(a) the Hara Kumar Tagore Sanskrit Scholarship, awardable to a B.A. studying for the M A. examination in Sanskrit; and

(b) the Prasanna Kumar Tagore Law Scholarship, awardable to a law student for one year.

(2)—The Victoria Senior Scholarship of Rs. 15 a month, tenable for two years by the first student from Rungpore high school who passes the F.A. examination but does not get a Government scholarship. It was founded by the zemindars of Rungpore

(3)—The Victoria Junior Scholarship of Rs. 10 a month for two years, awardable to the first candidate from Rajshahye division who passes the Entrance examination but does not get a Government scholarship.

(4)—Kali Prasad Sen's Widow's Scholarship of Rs. 8 a month, awardable to the best candidate for a Junior Scholarship from Rungpore district who does not get a Government scholarship.

(5)—Baboo Lutchmun Prosad Gorgo's Scholarship of Rs. 5 a month, tenable in the Midnapore high school.

(6)—Maharajah of Mohurbhunj's Scholarships for Cuttack, viz.—

(a) Rs. 5 a month for one year, tenable in the Cuttack Medical School; and

(b) Rs. 7 a month for one year, tenable in Cuttack College by poor natives of Orissa, to enable them to prosecute their studies in the collegiate classes.

INSPECTION.

351. INSPECTION.—The five circles were at the commencement of the year under the inspection of Mr. Garrett at the Presidency, Babu Bhoodeb Mookerjea in the Western Circle, Dr. Robson in Eastern Bengal, Mr. C. B. Clarke in Rajshahye, and of myself in Behar. Baboo Nandu Kishor Dass continued to be Joint Inspector of Orissa throughout the year. On the death of Mr. Woodrow I was transferred to the Presidency College, and Babu Bhoodeb Mookerjea was appointed Inspector in Behar, Mr. Rowe succeeding him for a short time as Inspector of the Western Circle. Dr. Robson took furlough in February, and was succeeded by Mr. Webb. Mr. Clarke took furlough in March, and was succeeded by Mr. Bellett. Thus at the close of the year Mr. Garrett and Babu Bhoodeb Mookerjea were the only officers who had had any recent experience in inspection.

352. The transfer of Babu Bhoodeb Mookerjea to Behar has proved of great service to the education of that province. Saturated as he is with experience gained in Bengal, he is nevertheless keenly attentive to the limits within which that experience may be applied to a less advanced country, with the condition and circumstances of which he has gained a familiar acquaintance. In the difficult questions of primary education, normal school instruction, and the antagonism of languages, his advice and suggestions have been most valuable, and his assistance has been warmly acknowledged by Commissioners and district officers.

353. The Presidency Circle, including Chota Nagpore, which is under Mr. Garrett's charge, is perhaps the most difficult and responsible office in the department. The Presidency Inspector has to deal with three entirely distinct problems: the guidance of education in the most advanced, and the promotion of education in the most backward, part of Bengal; and the supervision of European education in Calcutta. Mr. Garrett has gained the good will of all

with whom he has had to deal, through his keen sympathy with the natives of this country, and his active desire to better the condition of the teachers and subordinate officers of the department. His knowledge of the schools within his charge as well as of the conditions of education in Bengal is extensive and accurate. Mr. Garrett has made himself closely acquainted with the education and general condition of the English-speaking population of Calcutta, and his reports upon this important subject have already earned for him the thanks of Government. INSPECTION.

354. In May 1875, as noticed in the last report, a revised establishment of Deputy Inspectors and Sub-Inspectors was sanctioned by Government, and at the same time the rules regarding the appointment and promotion of these officers were placed on a more satisfactory basis than that of 1873. The changes then ordered, however, did not come into operation until a great part of the official year had elapsed, and it is only now that the effects can be confidently measured.

355. The additional 29 Sub-Inspectorships which were sanctioned in 1875 fell far short of the required number as estimated by the district officers. Sir G. Campbell had fixed the number of schools which could be effectually supervised by each officer at 50; while even after the addition of the new Sub-Inspectors the number of schools under the inspection of each officer was stated in last report to be 89. But as a matter of fact even this fell very far short of the truth. It was not noticed that 45 officers of the total 200 were Deputy Inspectors, and that these had charges each of which included the charges of several Sub-Inspectors. Looking at the figures of the year now under report, we find the total number of Government and aided schools to be 15,881, and the total number returned as under inspection 21,532. Now these schools are in the first place divided among 157 Sub-Inspectors (including two special officers in Dinagepore), each of whom has therefore to inspect on an average 101 Government and aided schools, or 137 schools of all kinds. In the second place they are supervised by 45 Deputy Inspectors, each of whom has on an average 352 Government and aided schools, or 478 of all kinds. They are lastly divided among six circle Inspectors, each of whom has 2,647 Government and aided schools, or 3,570 of all kinds.

356. It is evident that inspection, as understood by Sir G. Campbell, is out of the question with our present staff. Is it, then, practicable to increase the number of Inspectors sufficiently to enable them to inspect this large and yearly increasing number of schools? It would seem to be quite impracticable. And yet all schools that received fixed monthly grants, which do not in any way depend on results as tested by public examinations, must be frequently visited. The solution of the difficulty would seem to lie in introducing a system of payment according to the results of periodical examinations, so far as the circumstances of each district permit, and then in making some small addition to the numbers of the inspecting staff for the inspection of those schools whose grants, for whatever reason, cannot as yet be made to depend on these examination results. That is to say, while fixed grants are continued to schools of secondary instruction, as will be necessary for some time to come, schools of primary instruction must be brought to the utmost possible extent under some such system as Mr. Harrison's, in which each individual school need not be visited *in situ*, but be tested at a general examination.

357. Another insufficiency in the revised establishment of Sub-Inspectors is the inadequacy of the pay of the third grade officers. It is essential to the general efficiency of the staff that we should get into its lowest ranks a large number of officers who will be fit for promotion to the Deputy Inspectors' grades. It might seem that the more highly paid grades could be filled up by direct appointments from outside. But to do so would be to forego all the advantages of experience and training. It takes a considerable time for an officer to acquire the habits of observation and method that fit him to look after a large number of schools, and a previous training as a Sub-Inspector in charge of a smaller area is of no small importance in fitting a man for the care of a district. A salary of Rs. 50 is the lowest that will even temporarily content good men while they are acquiring this experience. But even for the Inspectors of primary schools, who might never expect to rise higher, Rs. 30 is not adequate pay. It is not enough in itself to ensure honesty, for the loss of it would be no serious matter; while the hardships to be endured are very great. Except in a few favoured localities, a few years of an unpromoted Sub-Inspector's life on Rs. 30 either disgusts or demoralizes. The instances of fraudulent conduct among Sub-Inspectors have recently become painfully numerous.

358. When Sir George Campbell fixed the relation of the inspecting officers in subordination one to another, and to the divisional and district executive officers, it was perhaps impossible to foresee exactly how far these would work smoothly with one another. At all events a certain amount of re-arrangement has been found desirable, and is now under the consideration of Government. In the meantime a clear understanding between the District Magistrates, as the directing officers, and the Circle Inspectors, as the checking officers, is essential to ensure the usefulness of the district and sub-divisional inspecting officers. Thus there must be a general agreement of opinion as to the number of days in the month to be spent in the interior by each Sub-Inspector, the number of schools he should visit in each month, and so on, since without such an agreement the Inspector in passing the Sub-Inspectors' travelling bills might condemn what the Magistrate had already approved, or express

INSPECTION. satisfaction where the Magistrate had blamed. The Inspector of the Presidency Division gives some details of the rules by which he examines the travelling bills of the Sub-Inspectors, and of which the Magistrates generally approve. The rules are elastic enough to meet the varying characters of the districts and sub-divisions. They are as follows:—

I.—Excluding all halts at head-quarters and *en route*, a Sub-Inspector should be moving about from school to school on at least 20 days in the month.

II.—He should inspect between 30 and 40 schools in a month, neither fewer nor more.

III.—He should ordinarily visit each of his schools once every three months.

IV.—He should travel no more at the utmost than 200 miles in a month; and, if he observes the foregoing rules and such directions as have from time to time been issued from this office, he need seldom travel more than 180.

V.—He should have his tour-programme approved by the sub-divisional Magistrate in all cases.

359. I presume that in the first rule the Inspector means by "halts *en route*" halts for the purpose of writing letters and for transacting purely clerical work; for it would not do to require a Sub-Inspector, with many schools of secondary instruction in his charge, to be actually moving about from one place to another for 20 days a month, since a large middle school may take more than one day to examine thoroughly. On the other hand, an average of 20 days' travelling is probably not too high; for it is to be remembered that schools of secondary instruction only require a thorough examination of all the classes from top to bottom once in each year; other visits of inspection being properly "surprise visits" to check the attendance register, accounts, &c. But all schools should be thoroughly examined once a year.

360. CALCUTTA.—The number of schools to be inspected continues to increase, and the burden of the circle examinations grows heavier year by year. Inspection of the Calcutta schools under native management, and the superintendence under the Circle Inspector's direction of the departmental examinations in the Presidency and Chota Nagpore Divisions, gives full occupation to the Deputy Inspector of Calcutta. The Inspector speaks very highly of the close attention which Babu Raj Kissen Ray Chaudhari has given to all his work throughout the year, and of his care and intelligence generally.

361. PRESIDENCY DIVISION.—Of the four Deputy Inspectors, Babu Matilal Maitra of Moorshedabad is spoken of most highly. The Magistrate warmly commends him, and the Inspector adds his testimony to the same effect. His work is spoken of as always earnest and intelligent, and his acquaintance with his district most thorough.

362. Babu Jagat Chundra Banerjea is reported by the Magistrate of the 24-Pergunnahs to have "fully maintained his reputation for energy and active inspection of schools." The Inspector reports that all the work done for him by this officer was most carefully done. He writes:—"No other Deputy Inspector reports so minutely on the condition of schools applying for grant or in difficulties with the managers, and his scrutiny of the Sub-Inspectors' bills is always thorough. None of the senior Deputy Inspectors enjoys a higher reputation in the service."

363. Of the Deputy Inspector of Nuddea the Magistrate writes that he is experienced and fairly successful, but does not seem to think him adapted to his district; and of the Deputy Inspector of Jessore the Magistrate writes that he is willing and painstaking, but lacking in firmness in dealing with his Sub-Inspectors. With regard to this deficiency, a remark made by the Inspector may be quoted as an extenuation. He writes:—"With the exception of the Sub-Inspector of Jhenida, his subordinates seem to have done what they could during the year to make his work heavier for him. I need not go into details here, but the Magistrate has had to degrade, suspend, and severely censure among the Sub-Inspectors."

364. Of the 29 Sub-Inspectors the Circle Inspector reports as follows:—

"While I have no very serious fault to find with any of the Sub-Inspectors, except with those in Jessore, I will single out those whose work has been positively good, so far as it has come under my supervision. In the 24-Pergunnahs Babus Gouri Sankar Ghosal, Mohendra Nath Datta, Gopal Krishna Chakravarti, and Syama Charan Sen, deserve mention. The three first are singled out by the committee as well.

"In Nuddea Babus Kanti Chandra Chatterjee, Ramdoyal Ghose, and Bacharam Nandi, deserve mention. The two first are also specially mentioned by the committee. Babu Madhu Sudan Banerjea and Pundit Nobin Chandra Banerjea are both working more satisfactorily, but their office work still admits of improvement.

"In Jessore Babu Becharam Roy of Jhenida is singled out both by the Magistrate and by myself.

"In Moorshedabad none of the Sub-Inspectors stand out prominently, though all are good. The committee seem to give the most unmodified praise to the new broom, Babu Sosi Bhusan Ukil, and I endorse this. However, I also endorse the praise given to Babus Dwarka Nath Banerjea and Beni Madhub Chaki, and to Pundit Brojo Mohun Tarkalankar."

365. The following gives a useful comparison of the work done in each district by the inspecting staff; and it would be a good thing if we were able to compare in the same way the work done in each division. It will be seen that Nuddea comes out best, and Jessore worst. It will also be noticed that only two officers in the whole division travelled on an average as

much as 190 miles a month—the Deputy Inspector of the 24-Pergunnahs and one of his Sub-Inspectors—and only one other as much as 160. Also only one officer visited an average of 40 schools a month—the Sub-Inspector of Bongong, who has hardly any but primary schools; and only seven officers out of the 32 visited on an average 30 schools a month. INSPECTION.

24-PERGUNNAHS.—1·70 *square mile to each school.*

NAMES OF INSPECTING OFFICERS.	Number of schools visited.	Number of miles travelled.	REMARKS.
Deputy Inspector.			
Jagat Chandra Banerji	160	2,373	
Sub-Inspectors.			
Gouri Sankar Ghosal	123	657	
Giris Chandra Shom	301	3,522	
Mohendro Nath Datta	371	590	
Krishna Kishore Banerji	241	948	One succeeded the other.
Umesh Chandra Bose	26	147	One succeeded the other.
Mohendra Chandra Sarkar	433	1,522	
Sital Chandra Chatterji	237	1,167	
Kesav Chandra Ghose	531	1,428	
Gopal Krishna Chakravarti	479	1,692	
Abdul Huq	312	1,113	
Jaggeshor Ghosh	64	423	One succeeded the other.
Syama Charan Sen	251	1,244	One succeeded the other.
Kali Narain Raha	29	146	One succeeded the other.
Total ..	3,578	16,972	
Average of each officer ...	325	1,543	

NUDDEA.—3·9 *square miles per school.*

NAMES OF INSPECTING OFFICERS.	Number of visits paid.	Number of miles travelled.	REMARKS.
Deputy Inspector.			
Babu Peary Mohun Mookerji	192	1,989	Joined in July.
Sub-Inspectors.			
Babu Rajendra Purkait, Kooshtea	319	1,851	
„ Nil Madhub Mookerji, Moheshpore	268	1,615	
„ Kanti Chatterji, Chuadanga	210	2,144	
„ Ram Doyal Ghosh, Ranaghat	347	1,919½	
„ Modhu Sodan Banerji, Bongong	480	2,143	
„ Nobin Chandra Banerji, Sudder	365	1,488	
„ Bacharam Nundi, Sudder	415	2,089	
Total ...	2,596	15,238	
Average of each officer ...	324½	1,905	

JESSORE.—4·6 *square miles per school.*

NAMES OF INSPECTING OFFICERS.	Number of visits paid	Number of miles travelled.	REMARKS.
Deputy Inspector.			
Babu Sarada Prosad Roy	202	1,322	
Sub-Inspectors.			
Babu Bacharam Roy	240	1,712	
„ Anandra Chundra Mittra	209	1,343	
„ Paresh Nath Dé	197	1,097	
„ Syam Lal Datta (April to July 1876)	72	550	Succeeded each other.
„ Harish Chundra Banerji (officiating)	37	401	Succeeded each other.
„ Thakur Das Rakhit	177	1,136	Succeeded each other.
„ Mir Sajad Ali	160	1,000	
„ Russick Mohun Banerji	159	938	
Total ...	1,453	9,499	
Average for each officer ...	207½	1,358½	

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MOORSHEDABAD.—5 *square miles per school.*

NAMES OF INSPECTING OFFICERS.	Number of visits paid.	Number of miles travelled.	REMARKS.
Deputy Inspector.			
Babu Motilal Moitra	189	1,476	
Sub-Inspectors.			
Babu Shib Nath Bhattacharji	228	723	One succeeded the other.
„ Kader Nath Bhattacharji	12	121	
„ Sosi Bhusan Ukil	307	1,788	
„ Dwarka Nath Banerjee	241	1,677	
„ Bani Madhub Chaki	320	1,560	
„ Brojo Mohun Tarkalankar	301	1,569	
Total ...	1,598	8,914	
Average of each officer ...	266⅓	1,486	

366. BURDWAN.—The Deputy Inspectors of Midnapore, Burdwan, and Bankoora, are well spoken of by their Magistrates, and the Circle Inspector expresses the opinion that the three others, though not specially mentioned, are equally deserving. The Inspector writes of the 25 Sub-Inspectors, as a body, as useful and hardworking. The first-grade Sub-Inspector of Serampore was dismissed at the end of the year for falsifying accounts of guru stipend payments.

367. Mr. Harrison writes:—"I feel bound to state that the efficient and successful working of the system entirely depends on the Deputy and Sub-Inspectors. Having once started it, my supervision is reduced to the slenderest proportions, and the real directing spirit is Babu Heera Mohun Bhattacharji, the Deputy Inspector, who has fully entered into my views and carries them out admirably. It is a source of great mortification to me personally that I have been unable to procure any reward or acknowledgment of his service, or those of Babu Durga Prosonno Mukerji and Babu Huri Charan Das, the senior Sub-Inspectors, who have both seconded my efforts admirably. All these three officers have well earned their promotion, and though so often disappointed, I hope that I shall yet enjoy the gratification of seeing them obtain it." Babu Huri Charan has since been promoted to be a Deputy Inspector.

368. RAJSHAHYE DIVISION.—The work of this division is carried on by six Deputy Inspectors and 19 Sub-Inspectors. The Inspector shows the distribution of these officers and their work in the following table:—

DISTRICTS.	Deputy Inspector.	Sub-Inspector.	Population.	Area.	Number of visits paid.	Number of schools under inspection.	Average number of schools under each inspecting officer.	Amount drawn as salary and travelling allowance, 1876-77.
								Rs. A. P.
Bogra	1	1	689,467	1,501	480	116	58	1,797 5 4
Darjeeling	.....	1	94,712	1,234	No return.	19*	19	757 11 0
Dinagepore	1	6	1,501,924	4,126	2,549	360	51	6,213 13 3
Julpigoree	1	1	418,665	2,906	No return.	163	81	2,896 4 0
Pubna	1	2	1,211,594	1,966	953	304	101	4,443 5 3
Rajshahye	1	3	1,310,729	2,234	1,609	317	79	5,000 10 0
Rungpore	1	5	2,149,972	3,476	1,349	558	93	7,510 9 6

* The rest of the schools in the Darjeeling district are under Mr. Macfarlane, and are not inspected by any subordinate inspecting Government officer.

The Magistrates have not given their opinions on their respective officers, and the Circle Inspector had been too short a time in the division to do more than report that his predecessor had been satisfied with their work.

369. DACCA DIVISION.—There were five Deputy Inspectors and 23 Sub-Inspectors. The work done by the Deputy Inspectors is shown in the following table—

DISTRICTS.	Name.	Number of visits paid.	Miles travelled.	REMARKS.
Dacca	Babu Baikuntha Nath Sen ... ... „ Ram Sunder Basak	165	2,076	
Furreedpore	„ Tarak Nath Sen	256	1,426½	
Barisal	„ Kailas Chandra Sen	172	1,760	Engaged on relief work, and on leave for two months.
Comillah	„ Bidyadhar Das	220	2,169	
Mymensingh...	„ Baikuntha Nath Roy ... ... „ Nanda Lal Sen	188	1,657	
	„ Prabhat Chundra Sen, Additional Deputy Inspector	.....	.....	The figures have not been furnished.

370. The Commissioner writes :—"In 1875-76 the Deputy Inspector of Furreedpore was stated to be inactive and unenergetic. It is satisfactory, therefore, to notice that a marked improvement has taken place in him lately." INSPECTION.

371. The senior Deputy Inspector, Baikuntha Nath Sen, died during the year. Babu Ram Sunder Basak, head clerk of the Inspector's Office, acted in his room for some time and performed the duties of the post with ability. Deputy Inspector Baboo Kailas Chandra Sen of Backergunge deserves very honourable mention, and Babu Bidyadhar Das of Tipperah is praised for his energy in opening female schools. None of the Sub-Inspectors are specially singled out for praise.

372. The district of Backergunge suffered severely during the year. The Sub-Inspector of Barisal was carried off by cholera while out on Inspection duty. The Sub-Inspector of Dukhin Shabazpore had his boat overturned, and died of fever contracted from the subsequent exposure. The Sub-Inspector of Patuakhali, a very promising officer, who had recently been specially selected for this sub-division, fell a victim to the cyclone while inspecting schools in the most southern part of his sub-division. The Deputy Inspector and the Sub-Inspectors were all employed on relief work during the greater part of November.

373. CHITTAGONG DIVISION.—There were two Deputy Inspectors and four Sub-Inspectors. The following is a statement of the work done by them. Babu Brajendra Kumar Guha, Deputy Inspector of Chittagong, is highly spoken of by the Deputy Inspector of the Hill Tracts, who regrets his transfer as Deputy Inspector to Barisal.

DISTRICTS.	Name.	Number of visits paid.	Miles travelled.	REMARKS.
Chittagong ...	Babu Brajendra Kumar Guha	156	1,480	
Noakholly ...	" Nanda Lal Sen	164	1,640	Transferred to Mymensingh.
	" Kumad Bandhu Basu	24	158	
	" Sarat Chandra Sen	218	2,094	Sub-Inspectors of Chittagong.
	Farrak Ahmed	113	2,077	
	Moulvie Muhammad Ali	313	1,669	Sub-Inspectors of Noakholly.
	Babu Mohim Chandra Sen (officiating) ...	43	198	
	" Dwarka Nath Mozumdar (officiating)	107	402	
	" Prasund Kumar Sen	194	1,043	

374. PATNA DIVISION.—The names of the Deputy and Sub-Inspectors, their salaries per month, the miles they travelled, and the number of visits they paid to schools and the charges they drew, are tabulated below :—

DISTRICTS.	Names of officers.	Designation.	Pay drawn during the year.	Travelling charges drawn during the year.	Number of miles travelled.	Number of visits paid.
			Rs. A. P.	Rs. A. P.		
CHUMPARUN.	Parma Nand	Deputy Inspector	1,200 0 0	450 0 0	1,752	317
	Janki Prasad	Sub-Inspector, sudder sub-division.	1,200 0 0	789 14 0	2,292	506
	Gopal Sarun	Sub-Inspector, Bettiah ...			1,822	354
SARUN ...	Ram Prakash Lal	Deputy Inspector	1,258 1 0	32 4 0	416	93
	Jagdeo Sahai	Sub-Inspector, sudder sub-division.	1,864 10 8	1,961 12 6	1,494	308
	Mahomed Jan	Sub-Inspector, Musrak circle.			1,192	452
	Balakishen Das	Ditto, Sewan sub-division			1,686	380
	Banki Behari	Ditto, Gopalgunge ...			1,706	379
SHAHABAD ...	Bhuan Lal	Deputy Inspector	779 0 0	269 12 6	863	44
	Ram Prakash Lal	Ditto	400 0 0	146 2 0	741	90
	Beni Prasad Missor ...	Ditto	250 10 2	28 11 6	442	58
	Mahomed Ibrahim ...	Sub-Inspector, sudder sub-division.	575 0 0	308 11 0	1,521	413
	Raghu Nath Sahai... ...	Sub-Inspector, Buxar sub-division.	560 0 0	376 5 0	1,518	235
	Nand Kishore Lal... ...	Sub-Inspector, Sasseeram sub-division.	580 0 0	409 3 0	1,860	130
	Kirat Chand	Sub-Inspector, Bhubooah sub-division.	580 0 0	311 9 0	1,946	197
GYA ...	Shiva Narayan Trivedi ...	Deputy Inspector	1,200 0 0	581 12 0	2,244	511
	Naga Ram	Sub-Inspector, sudder sub-division.	360 0 0	364 10 0	1,838	466
	Makund Lal...	Sub-Inspector, sudder sub-division.	360 0 0	385 10 0	2,036	482
	Jumman Ram	Sub-Inspector, Aurungabad sub-division.	600 0 0	326 13 0	1,615	419
	Prayag Dat Dobe	Sub-Inspector, Nowadah sub-division.	600 0 0	224 9 0	1,562	395
	Narayan Lal	Sub-Inspector, Jehanabad sub-division.	360 0 0	374 5 0	1,903	506
PATNA ...	Abdur Rahim	Deputy Inspector	1,401 9 9	476 0 6	187	110
	Jadu Nandan Sahai ...	Sub-Inspector, sudder and Dinapore sub-divisions.	595 0 0	274 1 0	1,602	200
	Ram Das	Sub-Inspector, Barrh sub-division.	539 4 0	347 2 0	2,029	216
	Dilawar Ali	Sub-Inspector, Behar sub-division.	222 9 2	400 7 0	935	283

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Districts.	Names of officers.	Designation.	Pay drawn during the year	Travelling charges drawn during the year.	Number of miles travelled.	Number of visits paid.
			Rs. A. P.	Rs. A. P.		
Mozufferpore.	Syed Abdullah	Deputy Inspector	2,308 14 0	77 0 0	913	381
	Aurang Behari	Sub-Inspector, sudder sub-division.	90 0 0	75 14 0	646	109
	Nabi Hosain	Sub-Inspector, Hajeepore sub-division.	590 0 0	.....	1,795	469
	Harbans Sahai	Sub-Inspector, Seetamurhee sub-division.	610 0 0	323 10 0	1,654	317
	Bama Churun Ghose ...	Sub-Inspector, Seetamurhee sub-division.	42 9 3	6 0 0	32	11
Durbhunga.	Radha Lal	Deputy Inspector	1,241 0 0	319 7 6	1,234	246
	Krishen Jewan Lal ...	Sub-Inspector, sudder sub-division.	1,256 11 5	1,077 4 3	2,199	407
	Makund Lal	Sub-Inspector, Tajpore sub-division.			2,074	418
	Basdeo Lal	Sub-Inspector, Madhubanni sub-division.			1,033	235
		Total ...	21,424 15 5	10,718 14 6	49,382	10,009

The Deputy Inspector of Chumparun is spoken of as an intelligent officer, and the Sub-Inspector, Babu Janaki Prasad, as an energetic one; the latter has just been promoted to a Sub-Inspectorship of the first grade, none having hitherto been held by any Behar officer. The Bettia Sub-Inspector, Gopal Saran, is favourably spoken of by both the sub-divisional officers and the Deputy Inspector. The Deputy Inspector of Sarun has submitted an interesting report; he has lately joined his duties. Sub-Inspector Mahomed Jan of Musrak has done good work. The Circle Inspector speaks well of the Deputy Inspectors of Gya and Patna. The Sub-Inspector of Jehanabad, Narayan Lal, has paid many visits to schools. The Magistrate of Durbhunga reports favourably of the Tajpore Sub-Inspector as a careful man, who has his heart in his work; of the Madhubani Sub-Inspector he says that he is a hard-working man, but wanting somewhat in tact. The education clerk is also favourably spoken of as a hard-working and careful man. Of the Deputy Inspector the Magistrate was disposed to think favourably, but Munshi Radha Lal had not been long enough in the district to enable the Magistrate to form a definite opinion of him.

375. Bhagulpore Division.—The total number of inspecting officers employed in the Bhagulpore Division, with their pay, travelling allowances, and number of visits to schools, for the year 1876-77, are tabulated below:—

Number.	Districts.	Names of officers.	Designation.	Pay drawn during the year.	Travelling allowance drawn.	Number of visits paid to schools.
				Rs. A. P.	Rs. A. P.	
1	Monghyr	Babu Bhagwan Prasad ...	Deputy Inspector	1,800 0 0	422 10 0	290
		Moonshee Abu Mahomed ...	Sub-Inspector, Begoosorai	600 0 0	449 14 0	363
		" Dunut Hosein	Ditto, Jamui	600 0 0	466 15 6	408
		" Behari Lal ...	Ditto, Sudder	358 1 0	376 4 0	232
2	Bhagulpore	Moulvie Elahi Buksh ..	Deputy Inspector	1,800 0 0	676 4 0	450
		Moonshee Moula Buksh ...	Sub-Inspector, Soopool	1,697 15 10	1,256 0 6	440
		" Ganpat Lal ..	Ditto, Banka			125
		" Chhedi Lal ..	Ditto, Sudder			43
		" Rohun Lal ...	Ditto, Muddhepurah			158
3	Sonthal Pergunnahs ...	Babu Giri Dhari Basu ...	Deputy Inspector	1,200 0 0	487 9 6	289
		" Jodoonath Chowdry	Sub-Inspector, Rajmehal	600 0 0	340 10 0	292
		" Tarak Ram Dobe	Ditto, Godda	600 0 0	311 11 0	321
		" Baroda Prasad Sircar	Ditto, Pakour	360 0 0	139 1 0	215
		" Madan Gopal Sinha	Ditto, Deoghur .	360 0 0	431 3 0	225
4	Maldah	Babu Isvar Chandra Khasnavis.	Deputy Inspector	1,200 0 0	214 8 0	93
		" Jogesvar Mookerjea	Sub-Inspector . ..	360 0 0	402 9 6	230
		" Troilokya Nath Chakravarti.	Education clerk, in charge Sudder Circle.	300 0 0	101 6 6	94
5	Purneah	Babu Dwarka Prasad .	Deputy Inspector	1,200 0 0	574 3 0	276
		Moonshee Kamla Prasad ...	Sub-Inspector, Arrareah...	600 0 0	360 3 0	256
		" Azimullah ...	Ditto, Sudder	630 0 0	152 6 0	520
		" Bhairab Sahai ..	Ditto, ditto ..	360 0 0	362 14 0	
		" Durga Prasad ...	Ditto, Kishengunge ...	357 0 0	407 5 0	314
			Total ...	14,983 0 10	7,933 9 6	5,634

376. The Deputy Inspectors of Monghyr, Bhagulpore, and Maldah, are favourably mentioned in the committee's reports, as also Sub-Inspector Jogeswar Mookerjea of Maldah. The Magistrate of Purneah remarks:—"The inspecting staff have worked better this year than they have before. The visits to the village schools have been more frequent, and the gurus have been paid more regularly."

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377. ORISSA DIVISION.—The amount of inspection work done during the year is tabulated below:— INSPECTION.

NAMES OF INSPECTING OFFICERS.	Designation.	Number of schools under inspection.	Number of schools inspected.	Number of visits paid.	Total number of hours spent in inspection.	Miles travelled.	Number of days absent from head-quarters.	CHARGES. Mileage.	Halting.	Total.
Cuttack.								Rs. A. P.	Rs. A. P.	Rs. A. P.
Peary Mohun Sein ...	Deputy Inspector ...	306	375	405	455½	1,358¼	176	331 4 0	22 0 0	353 4 0
Bhagavati Charan Sein ...	Sub-Inspector .	77	...	374	705	1,305	202	217 13 0	19 0 0	236 13 0
Padmanabh Misra ...	Ditto ...	63	142	420	1,018½	1,008½	165	187 8 0	13 8 0	201 0 0
Bhagavati Charan Das ...	Ditto ..	59	113	300	478	1,304½	152	249 0 0	6 8 0	255 8 0
Probhakar Bidyaratna ..	Ditto ...	58	...	382	923¼	1,500¼	208	260 12 0	26 0 0	286 12 0
Madan Mohan Putnaik ...	Ditto ...	55	84	326	630	1,106	150	180 15 0	10 0 0	190 15 0
Pooree.										
Uma Prosad Dé	Deputy Inspector ...	333	213	457	833	2,559	202	639 12 0	18 0 0	657 12 0
Antarjami Putnaik ...	Officiating ditto ...									
Gopinath Misra	Sub-Inspector ..	165	155	428	749	1,780	192	333 3 0	10 0 0	343 3 0
Antarjami Putnaik	Ditto ...	123	122	367	539	2,079	214	389 13 0	30 8 0	420 5 0
Gopinath Misra	Officiating ditto ...									
Balasore.										
Rhadanath Rai	Deputy Inspector ...	1,510	173	465	579¼	2,500	191	616 12 0	24 0 0	640 12 0
Bholanath Das	Sub-Inspector ...	489	81	424	793¼	2,746	255	526 9 0	11 0 0	537 9 0
Dwarkanath Ghose ...	Ditto ...	638	80	460	720	2,555	248	435 10 0	11 8 0	447 2 0
Raghunath Ghose	Ditto ...	383	72	501	998	2,330	152	379 8 0	4 8 0	384 0 0

378. The opinions (1) of the Magistrate, (2) of the Inspector, are here tabulated.

Uma Prosad Dé, Deputy Inspector, 2nd grade, Pooree.	... ...	Has much improved, and did good service during the year. He is a hardworking officer.
Peary Mohan Sein, Deputy Inspector, 3rd grade, Cuttack.	The Deputy Inspector is a very hard-working and meritorious officer, as far as my short experience goes.	Has shown much ability and discrimination in his duties.
Radhanath Rai, Deputy Inspector, 3rd grade, Balasore.	The Deputy Inspector, Baboo Radhanath Rai, is an officer of whom I find it difficult to speak too highly. To excellent attainments he adds indefatigable zeal and industry. I regret extremely that he has not yet received the promotion he so well deserves.	I have little to add to the opinion expressed by the Magistrate, in which I fully concur.
Bhagavati Charan Sein, Sub-Inspector, 2nd grade.	... ...	Has given satisfaction.
Probhakar Bidyaratna, Sub-Inspector, 3rd grade.	... ...	Active and intelligent.
Padmanabha Misra, Sub-Inspector, 3rd grade.	Good	Takes interest in his work.
Bhagavati Charan Das, Sub-Inspector, 3rd grade.	... ...	Well qualified for the post, but is wanting in energy.
Madan Mohan Putnaik, Sub-Inspector, 3rd grade.	Good	Intelligent and pains-taking.
Antarjami Putnaik, Sub-Inspector, 2nd grade.	... ...	Able and industrious.
Gopinath Misra, Sub-Inspector, 3rd grade.	... ...	Tries to improve the schools under his inspection.
Dwarkanath Ghose, Sub-Inspector, 2nd grade.	The Sub-Inspectors have worked well and satisfactorily throughout the year.	Is intelligent and has the good of his school at heart.
Bholanath Das, Sub-Inspector, 2nd grade.		Is personally well qualified for the post, being strong and active in physique, and of plausible and conciliatory address, intellectually sharp and observant to discharge his duties.
Raghunath Ghose, Sub-Inspector, 3rd grade.		Active and industrious.

Baboo Bhagabati Charan Sen, the only 2nd grade Sub-Inspector in the province, has since been promoted to officiate as Deputy-Inspector of Pooree.

379. The Joint Inspector writes:—

"The staff is quite inadequate for the amount of inspection work to be done. At present the number of schools is 1,510 in Balasore and 33 in Pooree. In Cuttack, though the number was brought down to 327 during the year, yet under a plan now under consideration of the Magistrate it will greatly increase. If the Sub-Inspectors are allowed to concentrate their attention and encouragement upon no greater number of pathsalas than they can with punctual regularity visit at least three times in a year, I make no doubt whatever that the results will not belie the already nascent signs of improvement, to the pressure of which the abadhans can hardly fail to respond. The Balasore and Pooree Sub-Inspectors have under their present cognizance a great excess of schools beyond the number upon which they can effectually bestow such periodical visits."

380. CHOTA NAGPORE DIVISION.—All the four Deputy Inspectors and nearly all the seven Sub-Inspectors are very favourably reported of by the Deputy Commissioners. The staff, like that of Orissa, is altogether insufficient. The Inspector writes:—

"All the Deputy Inspectors did excellent work during the year, especially Babu Srinath Dutta in Manbhoom, Babu Biresvar Chakravarti in Hazareebagh, and Babu

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Kalinath Chauduri in Lohardugga. They all did much towards systematizing and improving the pathsalas. Babu Gopal Chunder Ghosal has the whole of Singbhoom to work alone and unassisted, and he suffered much last year from fever. He did very good work however. I would again urge the appointment of a Sub-Inspector to assist in the work of this most backward district.

"All the Sub-Inspectors worked fairly on the whole, except the Sub-Inspector of Palamow, whose gross disregard of rules and orders I was obliged to bring to the notice of the Deputy Commissioner. Babu Kalinath Chauduri, the Deputy Inspector, has shown great forbearance and patience in dealing with him, as the Sub-Inspector sets his authority at defiance. I desire especially to commend Babu Kalinath for the great care he shows in supervising the Sub-Inspectors." The Sub-Inspector of Palamow has since been degraded.

"Of the Sub-Inspectors, Babu Kalikanund Mukerjea in Lohardugga, and Babus Prankrishna Banerjea and Ramtaran Samanta of Hazareebagh, did the most satisfactory work. In Manbhoom Babu Sitanath Chatterjea is also mentioned with praise by the Deputy Commissioner.

"The work of all these officers is very heavy indeed. Sir George Campbell thought 50 schools as many as a Sub-Inspector could properly supervise. In Manbhoom one Sub-Inspector has 160 and the other 208 schools to inspect, while the Deputy Inspector has 368, and these, too, scattered over a large area where travelling is difficult. In the adjoining district of Bankoora, with about the same number of schools, little more than a quarter of the square mileage and half the population, there is the same number of inspecting officers; and in Midnapore, which is very little larger, there are 11 inspecting officers to a population only 2½ times as large. This is giving to him that hath. What we want in Chota Nagpore are Sub-Inspectors to preach education. Government says, when you have more schools we will give you more Sub-Inspectors, but we want more Sub-Inspectors to set up more schools."

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381. EDUCATION OF EUROPEANS AND EURASIANS.—The Resolutions of the 29th May and 17th July 1876, reviewing the results up to date of the action taken on the Minutes of the 18th May and the 25th February 1875, for promoting the education of Europeans and East Indians in the mofussil and in Calcutta respectively, were noticed at length in the report on education for 1875-76. The letter of August 1876 sanctioning capitation grants to three Calcutta schools will be found in the annexed report for Calcutta. From that date until the close of the year nothing further was done. I have aimed in the following report, especially in that for Calcutta, to set forth a clear statement showing the schools grouped according to their management, to the form in which aid is given to them, and to the class of society for whose benefit each exists. For these particulars I am almost entirely indebted to information supplied by the Presidency Inspector, Mr. Garrett.

382. Before entering upon the detailed account of these schools, I wish to point out the objections which exist to the present method of sanctioning grants for European and Eurasian schools in the mofussil from the general grant-in-aid assignment for the district. These objections have long been felt by myself, and are now urged with much force by Mr. Garrett and by Babu Bhoodeb Mookerjea. The latter points out that while the grant originally sanctioned for the district of Monghyr—that is, for the promotion of general education throughout the district—was Rs. 3,500, no less than Rs. 2,200 of this is swallowed up by the European school at Jamalpore. The reasons which governed the East Indian Railway authorities in selecting Jamalpore as their chief centre of operations, and the gathering-place consequently of the largest number of Europeans, are clearly no reasons for saddling the district of Monghyr, within which Jamalpore happens to lie, with the cost of the railway school, the establishment of which was not contemplated when the grant-in-aid assignment for the district was fixed. Again, the Dacca Committee recommended a grant of Rs. 150 a month to the European school of that place, never supposing, as I learn from Mr. Lyall, that this amount was to be paid out of the ordinary allotment. The consequence was that their budget exceeded the allotment by Rs. 1,800, and they were forced to refuse aid to every new school as a necessary measure of retrenchment.

383. The district committees, again, have not sufficient general knowledge of the wants of the classes for whom these schools are intended to make them the proper agency for distributing the funds. One committee recommends grants at the rate of Rs. 2-8 a head, another at the rate of one rupee, when there is no difference in the status of the recipients to justify such a distinction. The proper course seems to be to separate all grants for European and Eurasian education, and to constitute them into a special fund under the management of the Director, the district committees and the Inspector being consulted for information and advice on local matters known to them.

384. CALCUTTA.—Calcutta is well supplied with schools for the instruction of European and Eurasian children, and all that is needed is to get the children into them. The localities and management of the schools may change, but I do not expect to see many more important schools opened until the number of children of a school-going age has largely increased. There is room at present for another cheap school, as I shall presently point out. Passing over the colleges for superior and special instruction, which are attended by all of European

and Eurasian birth who desire and can afford to pay for such instruction, we have the following schools supplying the different educational wants of the several classes of society. For boys of the upper section of the middle class there are La Martinière, Doveton College, the Armenian Philanthropic Academy, St. James's School, a new school under a late head-master of the Doveton, and St. Xavier's School—all giving instruction up to the Entrance examination standard. Each of these, with the exception of La Martinière, is primarily intended for the benefit of a different section of the community divided according to religion. La Martinière, founded by a Roman Catholic, is, I believe, now regarded as a Church of England School. All these schools are situated towards the southern or European end of Calcutta, in police-sections Toltola, Park Street, Colingah, and Bamunbustee. The fee of the higher classes in these schools is about Rs. 10, that in St. James's being, however, as low as Rs. 6-8; while the fee of the higher classes in the Government Hindu School is Rs. 5, and of those in the unaided Metropolitan Institution Rs. 3. This fee is a heavy charge upon European and Eurasian parents, and can only be borne by the more comfortable of the middle classes.

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385. For children of the lower section of the middle classes, the "pupil-teachers" class in the Free School and the schools of St. Joseph and of St. Chrysostom in Bow Bazar and Baitakhana, teach to the entrance examination standard. The average fee for the higher classes in these schools is Rs. 5. It must be borne in mind that these three schools are mainly for the poorer classes and for a lower class of instruction, and that the entrance class in each is only a small addition to supply a small want. By fees I mean instruction fees paid by day scholars; most of the schools are boarding schools as well as day schools.

386. The success of all these schools in the last Entrance examination was as follows:—

Names of Schools.	Number of candidates.	Passed in—				Obtained scholarships.
		First grade.	Second grade.	Third grade.	Total.	
St. Xavier's	27	4	18	.....	17	2
Doveton	19	3	8	.....	11	.....
La Martinière	10	1	5	.....	6	.....
St. Joseph's	7	1	1	1	3	1
Armenian Philanthropic	5	1	2	.....	3	.....
Free	3	.....	.....	.....	.....	.....
St. James's	2	.....	.....	.....	.....	.....
St. Chrysostom's	2	.....	.....	.....	.....	.....
Total ...	75	10	29	1	40	3

387. The girls' higher schools are the Female Normal School, Cornwallis Street; La Martinière, Rawdon Street; the Doveton Institution, Park Street; the Female Orphan Asylum, Kidderpore, all under Protestant management; and Loretto House, Middleton Row, under Roman Catholic management. In calling these higher schools I am making an arbitrary standard for girls' schools, and including all in which anything which can be termed an "accomplishment" is taught. Of course the sections of society for which they are maintained and by which they are supported are very different; and the rates of fees maintained are also very different. But no accurate classification of girls' schools is possible. The Loretto and the Doveton are the two schools to which parents of the really well-to-do classes send their daughters. The fees in the former are Rs. 40 for boarders and Rs. 12 for day scholars, which are certainly high charges.

388. For girls of the lower section of the middle classes there are a large number of schools scattered all over the southern half of Calcutta. Besides the aided schools, which will be found in the tables below, there are four private schools in Dhurrumtollah, three in Hastings, one in Baitakhana, one in Joratalao Street, one in Blackburn's Lane, one in Lower Circular Road, one in Mirzapore Lane, besides several in the suburbs of Entally and Alipore. The average rate of fees for the higher classes is about Rs. 3. Most of these schools are attended both by boys and by girls, a few by girls only; some few have as many as 50 pupils, but the average number is between 20 and 30. They are nearly all managed by married women or widows. Mr. Ardwise's in Dhurrumtollah is a very successful school. Other schools are springing up, but, as I have already remarked, I do not think any new large schools are likely to succeed at present, except in one locality, as I have already hinted.

389. For the lower classes of society there are no private schools. The schools for their benefit are chiefly, as will be seen from the table given below, the Free School, the large Roman Catholic Orphanages, the Free Department of St. Joseph's, the Benevolent Institution, and the several parish schools aided under the Minute of February 1875.

390. According to the last census, the number of Europeans, Americans, Australians, mixed races, Armenians, and native Christians in Calcutta, was 23,885, of whom 9,962 returned themselves as members of the Protestant Church of England, 9,087 as Roman Catholics, 1,341 as Presbyterians, and the rest of various Christian sects. Excluding native Christians, Greeks, and Armenians from these figures, Roman Catholics were to Protestants nearly as 3 to 5.

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The ratio of children of a school-going age was, however, very different. The bulk of the Protestants in Calcutta are "non-Asiatics" (Europeans), and table VI of the census shows that of 9,335 "non-Asiatics" of both sexes as many as 6,362, or more than two-thirds, were last year above the age of 20. On the other hand, the bulk of the Roman Catholics came under the head of "mixed races," and the census returns shows that of 11,273 persons of both sexes under this head only 4,846, or considerably less than half, were above the age of 20. The majority, then, of European and Eurasian children of a school-going age are of Roman Catholic parentage. The figures in the succeeding tables show, as might be expected, that it is mainly in the Roman Catholic free schools at Moorgeehatta, Bow Bazar, and Entally, and in the free Benevolent Institution (in which the poorest children are Roman Catholics), that the children of the lower classes are to be found. As I have already said, almost all parts of the town are provided with schools; the only suggestion I have to make is that a cheap school should be opened somewhere near the Circular Road end of Jaun Bazar Street, between Puddopukur and Toltolla police sections. There is a large number of poor Eurasians in that quarter, and a cheap school might well be opened there and assisted by Government. It might be under Roman Catholic management, because most of the poor there belong to that Church, and because no school of the kind can be supported in Calcutta unless it is under the conduct of some sect or other. But it should also be 'unsectarian'—that is religious teaching should be optional, as it is at present in the Benevolent Institution and in St. Joseph's School, and other cheap schools.

391. I now go on to give two tables, the first showing the social position of the pupils at the various schools, so far as I have been able to ascertain it, and the other showing the amount of the grant given by Government to each of the aided schools.

392. The following table shows the number of pupils and their social position in schools established primarily for the education of children of European and Eurasian parents. It will be noticed, however, that in some of them there was a small number of children of other than European and Eurasian origin. In the 'Christian-Jewish' school in Ezra Street there were only seven children that properly came under this head; of the rest, 50 were Jews of other than European origin, and eight Parsees. They were all instructed in English only.

Social Position of the Pupils of European and Eurasian Schools in the Town of Calcutta for 1876-77.

	Schools.	Total number of pupils.	Upper classes of society.	Middle classes of society. Government service. Salary Rs. 200—Rs. 833.	Salary Rs. 50—Rs. 200.	Salary Rs. 20—Rs. 50.	Salary under Rs. 20.	Estates. Property above Rs. 1,000 a year.	Property Rs. 50—Rs. 1,000 a year.	Professions. Higher.	Lower.	Trade. Bankers and manufacturers.	Shop-keepers.	Total of the middle classes.	Lower classes of society. Service. Under Rs. 20 a month.	Under Rs. 50 a year.	Estate.	Trade. Small dealers.	Labour. Handicraft.	Skilled labour.	Common labour.	Total of the lower classes.	Parentage unknown.	Remarks.
	Aided under the Minute of February 1875.																							
1	St. John's	56	...	3	8	.....	.....	.....	.....	18	17	4	2	52	.....	.....	.....	...	...	4	4	...		
2	St. Paul's	82	...	3	.....	.....	.....	.....	.....	2	3	...	...	8	.....	.....	.....	19	...	6	25	49		
3	St. Xavier's	43	...	12	5	.....	.....	.....	4	1	7	...	...	29	.....	.....	.....	...	...	12	12	2		
4	St. Stephen's	59	...	12	25	.....	.....	.....	.....	22	...	...	...	59	.....	.....	.....	...	...	...	...	...		
5	Roman Catholic Orphanage	249	...	2	12	5	.....	.....	.....	8	11	...	4	42	18	.....	.....	20	...	2	40	167		
6	St. Joseph's	371	...	51	64	30	.....	40	.....	4	7	6	...	286	31	.....	.....	38	...	...	69	16	Here are seven Hindus.	
7	St. Chrysostom's	82	...	2	9	1	.....	4	84	4	16	2	44	82	.....	.....	.....	...	...	...	...	...		
8	Bow Bazar Loretto (Girls')	260	...	34	4	4	3	.....	.....	.....	27	2	3	77	79	.....	.....	61	...	...	140	43	All but fifteen are Jews.	
9	Mrs. Hannah's Christian-Jewish	65	...	.....	.....	.....	.....	.....	.....	.....	...	...	...	...	.....	.....	63	2	...	...	65	...		
10	Kapalitola (Old Church)	89	...	12	23	11	5	.....	.....	30	3	...	...	89	.....	.....	.....	...	...	...	...	...		
11	Doveton College	303	84	198	23	.....	2	.....	.....	21	10	11	...	265	.....	.....	.....	...	...	...	...	14		
12	Benevolent Institution for boys	152	...	.....	.....	.....	.....	.....	.....	16	19	5	14	54	4	.....	21	21	36	16	98	...		
13	Ditto ditto for girls	108	...	.....	.....	.....	.....	.....	.....	10	6	...	...	16	26	.....	.....	33	...	...	59	33		
	Total	1,979	84	329	178	51	10	44	88	136	126	30	67	1,059	158	.....	84	194	36	40	512	324		
	Other Aided Schools.																							
1	St. James's	113	11	30	18	2	.....	1	.....	18	14	19	...	102	.....	.....	.....	...	...	...	...	...		
2	Female Normal, Cornwallis Street	11	...	.....	.....	.....	.....	.....	.....	2	7	...	...	9	.....	.....	.....	...	...	...	...	...		
3	Entally Loretto	210	...	.....	.....	.....	.....	.....	.....	10	24	12	...	46	55	.....	4	16	4	...	79	85		
4	Free, for boys	240	...	22	56	30	18	.....	13	68	...	33	...	240	.....	.....	.....	...	...	...	...	...		
5	Ditto, for girls	126	...	.....	22	18	.....	.....	2	4	15	4	...	65	.....	.....	.....	...	...	...	...	61		
6	Calcutta Girls'	43	...	14	5	.....	.....	.....	.....	4	1	19	...	43	.....	.....	.....	...	...	...	...	...		
7	Female Orphan Asylum	57	...	.....	4	7	25	.....	.....	.....	14	6	...	56	.....	.....	.....	...	...	...	...	1		
8 & 9	Scottish Orphanage	31	...	.....	.....	.....	.....	.....	.....	.....	...	...	...	...	.....	.....	.....	...	...	...	...	31		
	Total	831	11	66	105	57	43	1	15	106	75	93	...	561	55	.....	4	16	4	...	79	180		
	Unaided Schools.																							
1	Doveton for young ladies	132	14	68	4	.....	.....	12	6	18	...	10	...	118	.....	.....	.....	...	...	...	...	...		
2	Loretto for ditto	154	64	48	.....	.....	.....	19	.....	23	...	...	...	90	.....	.....	.....	...	...	...	...	...		
	Total	286	78	116	4	.....	.....	31	6	41	...	10	...	208	.....	.....	.....	...	...	...	...	...		
	Grand Total	3,096	173	511	287	108	53	76	109	283	201	133	67	1,828	213	.....	88	210	40	40	591	504		

Summary—

Pupils belonging to the upper classes	173
Ditto ditto middle ditto	1,828
Ditto ditto lower ditto	591
Pupils whose parentage has not been ascertained	504
Total number of pupils	3,096

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393. In comparing the figures with those of the previous year, we must leave out of account unaided schools; for though the forms were sent round to all the schools as usual, very few sent them back, and of those which did so only the two entered in the table had filled in the social position return. Comparing, then, only the figures of aided schools, we find that the numbers of pupils in the three sections of society were returned as follows :—

	1875-76.	1876-77.
Upper classes	11	95
Middle ,, ...	1,429	1,620
Lower ,, ...	437	591
Class not given	326	504
Total ...	2,203	2,810

394. The increase shown under each head is thus explained. In August 1876 the Doveton Institution received a capitation grant, and thus the school appears for the first time as an aided school, and 84 additional pupils belonging to the upper classes of society appear in the returns of the aided schools. The increased number from the middle and lower classes of society is due partly to the inclusion of the 259 pupils of the Doveton School and the 89 of the newly aided Kapalitola school, and partly to a generally diffused, though slight, increase in the number attending other aided schools. The explanation of the increase under the last heading is partly that school managers found greater difficulty this year in sorting the poorer children, and partly that the Orphanages have a larger number of children in them.

395. Before passing to the next table, I wish to draw attention to the light that the last census of the town of Calcutta throws on this question. I will extract some important figures :—

	Males.				Females.				Total.
	Under 1 year of age.	Above 1 year.	Above 5 years.	10 to 20 years.	Under 1 year.	Above 1 year.	Above 5 years.	10 to 20 years.	
Non-Asiatics (mainly Europeans) ..	96	328	292	749	94	323	283	463	2,628
Mixed races (mainly Eurasians) ...	138	524	718	1,388	145	534	695	1,285	5,427
Total ...	234	852	1,010	2,137	239	857	778	1,748	8,055

396. When Sir Stuart Hogg, in 1875, estimated the number of Europeans and Eurasians of a school-going age not attending school, he took 16 as the upward limit. Accepting this limit, then, we will deduct two-fifths of the numbers in the "10 to 20" column above—that is, 1,554 as being between 16 and 20. Deducting these, we have 6,501 as the number of boys and girls under 16 years in Calcutta. All these, however, are not of a school-going age; at least all below five must be deducted. Deducting the 2,182 below five years of age, we have 4,319 left as the children between five and sixteen, or of a school going age. Now in the preceding table we have 3,096 children at school in the aided and in two of the unaided schools. If, however, we add the number in the large schools of La Martinière, St. Xavier's, and the Armenian Philanthropic Academy, and also those in the dozen and more smaller private schools, we have not less than 1,200 more, or altogether 4,296 European and Eurasian children at school out of 4,319. It is true that when Sir Stuart Hogg estimated the number of children of a school-going age but not attending school at 1,275, he was including the environs on the east and south of Calcutta; while the census excluded every place beyond the Circular Road, except Hastings. Still we may be sure that 1,000 is far beyond the mark, or even half that number.

397. The grants given by Government to each of the aided schools is shown in the next table. Before the table, I will quote an extract from the Government letter of 26th August 1876, which will explain the nature of the aid given to the Doveton School, and of the additional aid given to the Benevolent Institution and St. Paul's Mission School. The last-named did not draw any aid under this letter during the past year; the amount drawn by the other two is shown in the table.

398. "The information at the command of Government leads to the conclusion that there are about 1,000 European and East Indian children of a school-going age in Calcutta who are growing up entirely uninstructed. It was proposed that 100 of these should be placed in the Doveton School, the committee agreeing to take them at a reduction of one-third of the ordinary fee. It was thought that one-third of the fee might be paid by the parents, and that the remaining one-third might be defrayed by Government. If, however, the parents should be really unable to pay anything, the whole of the two-thirds might be paid by Government.

"On fuller consideration, however, the Lieutenant-Governor felt some doubt whether the Doveton was an institution entirely suited for the families whose children it was desirable to

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bring to school. There is reason to think that the uneducated children generally belong to the poorest class of the community, and it may perhaps be found that the standard of the Doveton, in both an educational and a pecuniary point of view, is too high for children of this class, and that the college is situated at too great a distance from the quarters of the town in which these children are mostly found. The Lieutenant-Governor therefore considers that it would be better to confine the scheme to 50 boys; and I am to request that the Deputy Inspector of Schools, Calcutta, may be instructed to try what can be done to get this number of boys to take advantage of the terms now offered to them.

"It is not desired that boys who are already at school should simply be transferred to the Doveton, but that boys should be nominated who are at present receiving no education at all. They must be children of European or East Indian families, and under 12 years of age. It is expected that ordinarily the parents will pay one-third of the school fee; but if the Deputy Inspector is satisfied that they are really unable to do so, the whole of the two-thirds may be paid by Government. The Government will not, however, in any case undertake any charge for the conveyance of children to and from school. Before any child is actually admitted under this scheme, his nomination roll must be laid before the committee of the college and approved by them.

"Even if the proposed plan were entirely successful, it would provide education for only one-twentieth of the children who are now not at school. The Lieutenant-Governor is anxious to do something more than this, but financial considerations compel him to attempt it with as little expenditure of public money as possible. It seems probable that the most economical and most effectual plan would be to offer capitation grants to some of the existing schools which have room for more pupils. The Scott's Lane Mission School at present gets a grant of Rs. 55, and contains about 40 children. The Benevolent Institution gets a grant of Rs. 209, and the pupils number about 185. I am to request that the managers of these schools may be informed that the Government will allow them (in addition to the grants now given) a capitation grant of Re. 1-8 per head per month (up to a certain number) for each additional European or East Indian pupil *who is now not attending any school.*

"The pupils may be either boys or girls, and the number may be fixed at 20 for the Scott's Lane School and 50 for the Benevolent Institution. Under this arrangement the Scott's Lane School if it gets 20 additional pupils who are now not at school anywhere will be entitled to a grant of Rs. 30 in addition to its present grant of Rs. 55. The Benevolent Institution, by taking 50 similar additional pupils, will get a grant of Rs. 75, besides its present grant of Rs. 209. But the object of this proposal is to provide education for children who are now growing up uneducated, and it must therefore be distinctly understood that this capitation grant will not be given for children who are already attending any school."

Aided European and Eurasian Schools.

	Name and Management.		Pupils. Boys.	Pupils. Girls.	Monthly Government grant.	Fees.	Remarks.
	Higher Schools.				Rs.	Rs. Rs	
1 & 2	Doveton Schools	Protestant ..	361	132	154	3 to 10	The capitation grant is Rs. 3·08 a head for 50 pupils.
3	St. James's		113	....	200	4-4 to 6-4	
4	Free School		240	126	895	3	The Free School is an endowed school, and not strictly aided. Seventy-seven pupils pay fees.
5	St. Joseph's	Roman Catholic .	371	.....	200	3 to 5	
6	St. Chrysostom's		82	.....	50	1 to 4	
	Middle Schools.						
1	St. Stephen's	Protestant ...	27	32	100	1 to 3	
2	Old Church		54	35	76	1¼ to 3	
	Lower Schools.						
1	St. John's	Protestant ...	31	25	50	1 to 2	
2	St. Paul's		16	66	55	· 1	
3	St. Saviour's		16	27	56	½ to 1	
4	Christian-Jewish (Ezra Street.)		18	47	70	½ to 3	
5 & 6	Benevolent Institution ...		152	108	284	Free .	The Benevolent Institution has been hitherto exclusively managed by Protestants, though the terms of the Trust do not require more than that the managers should be Christians. It receives Rs. 75 as a capitation grant.
7	Orphanage (Moorgeehatta) ..	Roman Catholic	249	... .	200	1	
8	Entally Orphanage		11	199	250	1	
	Girls' Schools.						
1	Female Normal School ...	Protestant ...	...	11	160	.....	
2	Orphanage (Kidderpore) ...		.....	31	(Government)	. ...	
3	European Female Orphan Asylum.		.... .	57	200	Free.	
4	Calcutta Girls'		.....	43	300	3 to 5	
5	Bow Bazar Girls' ...	Roman Catholic ...	. . .	260	150	1 to 4	

399. Excluding for the present the Benevolent Institution, at aided schools under Protestant management there were 878 boys and 632 girls, and at aided schools under Roman Catholic

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management there were 713 boys and 459 girls. To make a fair comparison, however, the Doveton pupils (all but the 50 new ones) should be excluded. We should then have 565 boys and 500 girls in the Protestant schools. The Benevolent Institution is excluded because it is not known what number is Protestant and what Roman Catholic.

400. Excluding the Doveton and the Benevolent Institution (the Free School is not strictly an aided school) and the Kidderpore Orphanage, we see that schools under Protestant management received an aggregate grant of Rs. 1,255 a month, and the Roman Catholic schools a grant of Rs. 850 a month. Besides these grants the Doveton and St. Xavier's are both aided as colleges. They receive respectively Rs 250 and Rs. 300 a month.

401. The next table shows the results up to the 31st of March last of the action taken by Government, in the end of 1874 and the beginning of 1875, with the view of bringing under instruction poor European and Eurasian children who, though of a school-going age, were not at school :—

Schools Aided under the Minute of February 1875.

	Number of European and Eurasian pupils at end of 1874.	Number of European and Eurasian pupils on 31st March 1877							
		Parents' income over Rs. 300 a month.	Parents' income over Rs. 200 to Rs. 300 a month.	Parents' income over Rs. 100 to Rs. 200 a month.	Parents' income over Rs. 50 to Rs. 100 a month.	Parents' income over Rs 25 to Rs. 50 a month.	Parents' income under Rs. 25 a month.	Parents' income unascertained.	Total
Under Protestant management.									
1. St. John's, Sooterkin's Lane, Bentinck Street.	None	8	9	21	10	1	6	1	56
2 St. Paul's, Scott's Lane, Bowtakhana ..	None	.....	3	14	7	9	28	21	82
3. St. Saviour's, Wellesley Square ...	None	.....	...	2	.....	.....	41	.....	43
4. St Stephen's, Hastings	55	5	20	30	4	.....	.....	... ..	59
5. Old Church, Kapalitola	50	.....	8	14	20	30	17	... ..	89
6. Christian-Jewish, Ezra Street ...	None	.....	2	.....	3	....	. ..	.....	5
Total ...	105	13	42	81	44	40	92	22	334
Under Roman Catholic management.									
1. The Orphanage, Moorgeehatta	200	.....	10	16	7	44	172	.....	249
2. St Joseph's, Bow Bazar	323	.....	55	72	84	104	56	.....	371
3. Girls' (Loretto), ditto	260	.....	34	45	40	88	53	.....	260
4. St. Chrysostom's, ditto	47	.....	6	10	4	...	55	... ..	75
Total ..	830	.....	105	143	135	236	336	.....	955

402. To these are to be added 50 pupils in the Benevolent Institution and 50 in the Doveton School, according to the conditions already quoted from the Government letter of last August. It would appear, then, that there has been an increase in the two and a half years of 354 less 13, or 341 pupils of the poorer classes; the greater part by far of these are now for the first time at school, though the exact part it is impossible to ascertain.

403. Towards the close of the year the constitution of the European Female Orphan Asylum received the attention of Government. The number of pupils was then 57, all being of European parentage, and about half of them being children of soldiers of the European army in India. The Lieutenant-Governor felt some doubt whether the large sums spent on the school were spent to the best advantage. It might be advisable, he thought, to extend the benefits of the school much more widely if the rule with regard to the absolute purity of the European parentage on both sides were relaxed. It might also be possible to attach to the orphanage a boarding-school for paying pupils, up to the limits of the existing accommodation. It might further be desirable, if the school was confined to children of pure European descent, to transfer it to Darjeeling. Upon inquiry it appeared that the real difficulty in the way of extending the school was the financial one. With a subsidy of Rs. 200 a month from the Government of Bengal, of Rs. 400 from the Government of India, and an average subscription list of Rs. 574, the total monthly income of the school amounted to Rs. 1,174. Counting the cost of each boarder at Rs. 20 a month, this would provide for about 58, just the number now in the school. With regard to the boarding-school, difficulty was felt in securing that complete separation of the paying boarders from the orphans, on which the parents of the former would insist. It was further stated that the managers of the Loretto Convent school had discovered by experience that Darjeeling was not so healthy a place for country-born children as, for example, Hazaribagh, and it was suggested that professional opinion should be taken on this point. The further discussion of these questions was for the time dropped.

404. PRESIDENCY DIVISION.—There was only one school under inspection, the mixed school for boys and girls at Ramporehaut, under the care of Mr. Waters. There were 10 girls and four boys on the rolls. It gets a grant of Rs. 30 from Government to meet an equal grant from the Railway Company; the pupils pay Rs. 2 a head. During the year its income from all sources was Rs. 997. The Inspector found it in a most satisfactory condition.

The Secretary was Mr. S. Carrington, Executive Engineer of the company, who took the greatest interest in the school. Mr. Gael, the sub-divisional Magistrate, also visited it. The children all belonged to the railway employés posted at Ramporehaut, except one or two who came from stations higher up the line. EDUCATION OF EUROPEANS AND EURASIANS.

The proposed school at Barrackpore did not draw any of its grant. The cantonment schools at Barrackpore and Dum-Dum are not under inspection.

405. BURDWAN.—The three schools are the same as in the preceding year, and had 53 pupils in them. The Inspector calls attention to the irregularity of attendance, and is of opinion that boarding-schools would be more successful.

406. RAJSHAHYE.—St Paul's School for boys, and the girls' school, both in Darjeeling, were neither of them in so prosperous a condition as was desirable. In the former many changes tending to secure better discipline have been introduced. The great drawbacks to the success of this school are the difficulty of getting or of retaining competent assistant masters, and the late age at which several of the pupils, almost wholly uninstructed, join the school. They have to join the lower classes with the smaller boys, a necessity the evils of which are known to every schoolmaster of experience.

407. DACCA.—There was one school only in the division at Dacca, which was first aided in October 1875. The number on the rolls on 31st March last was 56, consisting of 30 boys and 26 girls In race, 6 were Europeans, 46 Eurasians, and 4 Armenians; in creed, 27 were Roman Catholics, 25 Protestants, and 4 Armenians. The Government grant is calculated at the rate of Rs. 2-8 a head on the average monthly attendance. The average income of the school last year was Rs. 229, which was made up of Rs. 98 in fees, Rs. 31 in subscriptions, and Rs. 100 in Government aid. The monthly average number on the rolls was 55, of whom 27 were too poor to pay any fees.

408. The school, which teaches the ordinary branches of a plain English education, was conducted with fair success during the year, but many of the children are very backward, their parents having little sense of the value of education. The great difficulty in the way of the school was the fluctuating character of its income. A considerable number of fee-paying parents may, as happened in the course of the year, be suddenly removed from the station, whereupon there is a sudden fall in the receipts, both from fees and from Government aid as it is at present given, threatening the very existence of the school. As a remedy for this the Inspector suggests that Government should give a fixed grant of Rs 100 monthly, together with Re. 1 per head on the average attendance. This would, he thinks, give stability to the school, while it would still be to the proprietor's interest to keep up the attendance; and as the school is at the Inspector's head-quarters, it would always be under his immediate supervision.

409. PATNA.—The provision in this division for the instruction of European and Eurasian children consists in five schools; the railway school at Dinapore, an artisan school at Dehree, two elementary schools at Arrah, and a railway school at Buxar. The three last are all in the Shahabad district. There were 134 children in all, an increase on the previous year's numbers. Besides these, the Bankipore Convent had 90 boys and girls, European, Eurasian, and native Christians; and a few soldiers' and other European children were taught at the Khurji Priory. The Inspector dwells on the hardship that this provision for European and Eurasian children entails on certain districts.

410. BHAGULPORE.—The number of European and Eurasian children at school in the division is 100; of these 14 attend the ordinary schools, and 86 (56 boys and 30 girls) the school at Jamalpore, which receives a grant of Rs. 185 per month from the grant-in-aid assignment of the Monghyr district. The assignments for grants-in-aid of the different districts have been made with reference to the area and population of each. But, as the Inspector points out, a school of the class required for European and Eurasian children is a large drain on the resources of the district where such a school happens to be. Thus, for instance, the total allotment for Monghyr is Rs 3,500, and out of this Rs. 2,200 is given to the European and Eurasian school at Jamalpore.

411. ORISSA.—No special measures were adopted during the year. The Secretary to the Cuttack Christian School applied for a capitation grant of Rs. 2-8 a head, but as the conditions entitling a school to such aid were not fulfilled the grant was not sanctioned. The managers intend to apply for the renewal of the former grant of Rs 60.

A. W. CROFT,

Officiating Director of Public Instruction.

Return of Attendance in Colleges and Schools for General Instruction as on 31st March in the years 1876 and 1877.

Colleges and Schools for General Instruction.	Number of Colleges and Schools as on 31st March.		Number of pupils as on 31st March.	
	1876.	1877.	1876.	1877.
Colleges and Schools receiving State Grants.				
Superior Instruction—				
Colleges affiliated to the University in Arts—				
Government Colleges ...	10	12	838	1,001
Private Colleges, aided ...	6	6	411	556
Total ...	16	18	1,249	1,557
Secondary Instruction—				
Higher Class English Schools—				
Government Schools ...	45	48	11,952	12,235
Private Schools, aided ...	85	88	9,550	10,365
Total ...	130	136	21,502	22,600
Middle Class English Schools—				
Government Schools ...	6	5	872	731
Private Schools, aided ...	513	438	27,844	25,101
Total ...	519	443	28,716	25,832
Middle Class Vernacular Schools—				
Government Schools ...	173	174	9,833	9,849
Private Schools, aided ...	1,000	802	45,516	38,568
Total ...	1,173	976	55,349	48,416
Intermediate English Schools—				
Government Schools ...	.....	2	.....	49
Private Schools, aided ...	.....	65	.....	2,598
Total ...	.....	67	.....	2,647
Intermediate Vernacular Schools—				
Government Schools ...	.....	9	.....	245
Private Schools, aided ...	.....	1,424	.....	49,967
Total ...	.....	1,433	.....	50,212
Primary Instruction—				
Government Primary Schools ...	24	16	645	399
Aided Primary Schools (including Circle Primaries) ...	570	406	18,544	12,836
D and E pathsalas ...	12,622	11,850	329,321	289,315
Total ...	13,216	12,272	348,510	302,550
Instruction for Females—				
Government Schools ...	1	1	68	87
Private Schools, aided (including zenana agencies) ...	346	428	9,359	10,535
Total ...	347	429	9,427	10,622
Total of Colleges and Schools for general instruction receiving State grants ...	15,401	15,774	464,753	464,436
Colleges and Schools receiving no aid from the State.				
Superior Instruction—				
Colleges affiliated to the University in Arts ...	2*	2*	155	235
Secondary Instruction—				
Higher class English Schools ...	43	44	11,027	10,357
Middle class English Schools ...	104	68	5,356	4,240
Middle class Vernacular Schools ...	86	69	3,955	3,302
Intermediate English Schools ...	.....	45	.....	1,681
Intermediate Vernacular Schools ...	.....	68	.....	2,438
Primary Instruction—				
Primary Vernacular Schools ...	153	41	3,495	805
Pathsalas, Tols, and Maktabs ...	1,800	5,241	40,219	96,054
Instruction for Females—				
Girls' Schools ...	80	51	1,904	1,405
Total of Colleges and Schools for general instruction receiving no aid from the State.	2,358	5,629	66,111	120,517
Grand total of Colleges and Schools for general instruction ...	17,759	21,403	530,864	584,953

* The Baptist Mission College at Serampore and the Metropolitan Institution.

Return of Attendance in Colleges and Schools for Special Instruction as on 31st March in the years 1876 and 1877.

Colleges and Schools for Special Instruction.	Number of Colleges and Schools as on 31st March.		Number of pupils as on 31st March.	
	1876.	1877.	1876.	1877.
Special Instruction—				
Law Departments affiliated to the University	5	5	231	222
Medical College, English Department, affiliated to the University	1	1	225	176
Engineering Department, Presidency College, affiliated to the University	1	1	154	124
Madrassahs	5	5	628	648
Campbell Medical School, Sealdah	1	1	583	391
Vernacular Medical School, Patna	1	1	165	193
Vernacular Medical School, Dacca	1	1	244	247
Vernacular Medical School, Cuttack	1	1	38	31
School of Art	1	1	134	119
Survey Vernacular Schools	4	4	132	159
Other Technical Schools, Government	3	4	148	116
Other Technical Schools, Aided	1	.....	8	.....
Other Technical Schools, Unaided	2	1	80	265
Normal Schools for Masters—				
Government Normal Schools	42	31	1,381	810
Aided Normal Schools	11	11	647	790
Guru-training classes (temporary)	6	3	79	55
Normal Schools for Mistresses—				
Aided Normal Schools	5	4	78	62
Total of Colleges and Schools for Special Instruction ...	91	75	4,940	4,398
Grand total of Colleges and Schools for General and Special Instruction ...	17,850	21,478	536,604	589,351

Return of Receipts and Expenditure of Educational Establishments for the year beginning 1st April 1876 and ending 31st March 1877.

1	2	3	4	5	6	7	8	9	10	11
	Received.									Expended.
Nature of Establishment.	Grants from provincial revenues.	Local rates or cesses.	Endowments.	Subscriptions.	Municipal grants.	From revenues of Native States.	Fees and fines.	Funds not included in foregoing headings.	Total.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Superior Instruction—										
University	.....	.....	25,496	600	.....	.....	59,895	481	86,472	84,942
Colleges or Departments of Colleges affiliated to the University in Arts—										
Government Colleges	2,00,334	.....	9,423	3,296	.....	.....	76,005	82	2,89,140	2,89,140
Private Colleges, aided .	24,198	.....	22,473	33,769	.....	.....	23,006	4,382	1,07,828	1,07,828
Total ..	2,24,532	.....	31,896	37,065	.....	.....	99,011	4,464	3,96,968	3,96,968
Scholarships held in Colleges—										
Senior	25,359	.....	.....	.....	.....	.....	.....	.....	25,359	25,359
Junior	40,495	.....	.....	.....	.....	.....	.....	.....	40,495	40,495
Endowed	.....	.....	9,505	.....	.....	.....	.....	.....	9,505	9,505
Total ..	2,90,386	.....	41,401	37,065	.....	.....	99,011	4,464	4,72,327	4,72,327
Secondary Instruction—										
Higher Class English Schools—										
Government Schools	1,29,688	.....	11,308	10,194	.....	.....	2,38,729	3,018	3,92,937	3,88,881
Private Schools, aided ...	62,061	.....	1,911	62,721	4,327	.....	1,49,882	23,530	3,04,432	2,96,982
Middle Class English Schools—										
Government Schools	7,792	.....	.....	570	.....	..	7,985	10	16,357	16,357
Private Schools, aided ...	1,46,801	75	7,137	1,50,102	5,201	240	1,03,837	15,305	4,28,698	4,26,026
Middle Class Vernacular Schools—										
Government Schools	49,884	.....	.....	2,604	159	144	23,705	181	76,677	76,677
Private Schools, aided ...	1,06,956	.....	616	88,426	2,190	845	77,534	2,831	2,79,398	2,77,144
Intermediate English Schools—										
Government Schools	27	.....	.....	20	.....	...	7	.....	54	54
Private Schools, aided... ...	12,176	.....	33	12,294	112	.....	6,294	434	31,393	31,240
Intermediate Vernacular Schools—										
Government Schools	1,159	.....	.....	4	.....	.....	63	.....	1,226	1,226
Private Schools, aided... ...	77,125	189	194	21,606	661	224	47,542	4,143	1,51,684	1,51,718
Scholarships held in Higher, Middle, and Intermediate Schools—										
Minor	11,229	.....	.....	.....	.....	.....	.....	.....	11,229	11,229
Vernacular	35,920	.....	.....	.....	.....	.....	.....	.....	35,920	35,920
Intermediate English	38	.....	.....	.....	.....	.....	.....	.....	38	38
Intermediate Vernacular ...	102	.....	.....	.....	.....	.....	.....	.....	102	102
Primary	18,925	.....	.....	.....	.....	.....	.....	.....	18,925	18,925
Endowed	.....	.....	2,403	.....	.....	.....	.....	.....	2,403	2,403
Total ..	6,59,883	264	23,602	3,48,541	12,650	1,453	6,55,578	49,502	17,51,473	17,32,922

Return of Receipts and Expenditure of Educational Establishments for the year beginning 1st April 1876 and ending 31st March 1877—continued.

1	2	3	4	5	6	7	8	9	10	11
	Received.									Expended.
Nature of Establishment.	Grants from provincial revenues.	Local rates or cesses.	Endowments.	Subscriptions.	Municipal grants.	From revenues of Native States.	Fees and fines.	Funds not included in foregoing headings.	Total.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Primary Instruction—										
Primary Vernacular Schools—										
Government	1,586	.....	.....	.....	.....	.....	142	.....	1,728	1,728
Aided, including Circle Primaries	21,004	.....	.....	12,102	177	30	10,062	4,244	47,619	47,431
D and E Primaries	2,75,285	2,847	993	33,191	3,777	3,026	2,69,960	30,593	6,19,672	6,19,635
Total ...	2,97,875	2,847	993	45,293	3,954	3,056	2,80,164	34,837	6,69,019	6,68,794
Instruction for Females—										
Government Schools	5,369	.....	.....	.....	.....	.....	1,203	.....	6,572	6,572
Private Schools, aided ...	67,268	.....	5,322	87,423	3,734	112	23,019	5,476	1,92,354	1,90,466
Total ...	72,637	.....	5,322	87,423	3,734	112	24,222	5,476	1,98,926	1,97,038
Scholarships held in Girls' Schools—										
Girls' Scholarships	2	.....	.....	.....	.....	.....	.....	.....	2	2
Total ...	72,639	.....	5,322	87,423	3,734	112	24,222	5,476	1,98,928	1,97,040
Total for General Instruction ...	13,20,783	3,111	96,814	5,18,922	26,338	4,621	11,18,870	94,760	31,78,219	31,56,025
Special Instruction—										
Law Departments affiliated to the University	3,226	.....	.....	.....	.....	.....	21,208	.....	24,434	23,503
Medical College, English Department, affiliated to the University	1,44,357	.....	.....	.....	.....	.....	15,163	.....	1,59,520	1,59,520
Scholarships in ditto	4,882	.....	816	.....	.....	.....	.....	.....	5,698	5,698
Engineering Department of the Presidency College affiliated to the University ...	21,687	.....	.....	.....	.....	.....	9,713	.....	31,400	31,400
Scholarships in ditto	5,746	.....	237	.....	.....	.....	.....	.....	5,983	5,983
Madrasahs	33,821	.....	.....	21	.....	.....	2,202	.....	36,044	36,044
Medical Vernacular Schools..	78,471	.....	.....	.....	.....	.....	23,855	.....	1,02,326	1,02,326
Scholarships in ditto .. .	4,300*	.....	.....	.....	.....	.....	.....	.....	4,300	4,300
School of Art	17,363	.....	.....	.....	.....	.....	3,686	.....	21,049	21,049
Survey Vernacular Schools ..	5,566	.....	.....	.....	.....	.....	1,564	.....	7,130	7,130
Other Technical Schools—Government	19,484	.....	.....	.....	.....	.....	1,510	361	21,355	21,172
Normal Schools for Masters—										
Government Normal Schools	83,225	191	.....	.....	.....	263	661	98	84,438	84,438
Guru-training classes—aided (temporary)	1,094	.....	.....	.....	.....	.....	.....	.....	1,094	1,094
Aided Normal Schools	9,230	.....	.....	15,840	88	.....	88	4,329	29,575	29,543
Normal Schools for Mistresses—										
Aided Normal Schools ...	7,064	. .	.....	7,038	.....	.....	2,366	.....	16,468	16,468
Total ...	4,39,516	191	1,053	22,899	88	263	82,016	4,788	5,50,814	5,49,668

* Exclusive of the stipends of the Dacca Medical School.

Return of Receipts and Expenditure of Educational Establishments for the year beginning 1st April and ending 31st March 1877—concluded.

1	2	3	4	5	6	7	8	9	10	11
	Received.									Expended.
Nature of establishment.	Grant from provincial revenues.	Local rates or cesses.	Endowments.	Subscriptions.	Municipal grants.	From revenues of Native States.	Fees and fines.	Funds not included in foregoing headings.	Total.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Miscellaneous—										
Charges for Schools abolished during the year	41,619	266	.....	2,864	219	90	2,339	175	47,572	47,866
Charges incurred in the D. P. W. on Government buildings	29,773	.....	.....	22,024	.....	.....	.....	.....	51,797	51,797
Charges for petty constructions and repairs	1,132	.....	.....	.....	.....	.....	.....	.....	1,132	1,132
Grant to the School Book Society	6,270	.....	.....	.....	.....	.....	.....	.....	6,270	6,270
Grant to the *Education Gazette*	3,600	.....	.....	.....	.....	.....	.....	.....	3,600	3,600
Grant to the useful publications (including Dr. Falcon's Hindustani Dictionary)	8,021	.....	.....	.....	.....	.....	.....	.....	8,021	8,021
Passage and outfit for Gilchrist Scholars	1,000	.....	.....	.....	.....	.....	.....	.....	1,000	1,000
Remuneration to Examiners	6,185	.....	.....	.....	.....	.....	2,686	.....	8,871	8,871
Rewards not included under Instruction	3,468	.....	.....	194	.....	.....	.....	.....	3,662	3,662
Grants for buildings and furniture not included under Instruction	1,583	.....	.....	4,848	.....	.....	.....	.....	6,431	6,431
Service Labels	6,054	.....	.....	.....	.....	.....	.....	.....	6,054	6,054
Sundries	7,434	.....	.....	1,466	.....	.....	.....	.....	8,900	8,900
Total of Miscellaneous ...	1,16,139	266	.....	31,396	219	90	5,025	175	1,53,310	1,53,604
Superintendence—										
Direction	45,656	.....	.....	.....	.....	.....	.....	.....	45,656	45,656
Inspection	3,29,474	.....	.....	.....	.....	.....	.....	.....	3,29,474	3,29,474
Total of Superintendence ...	3,75,130	.....	.....	.....	.....	.....	.....	.....	3,75,130	3,75,130
Grand Total ...	22,51,568	3,568	97,867	5,75,317	20,645	4,974	12,05,911	99,723	42,57,473	42,34,427

B.—Education.

4.—*Distribution of Government, Aided, and Inspected Schools, in the several districts and divisions under the Government of Bengal, for the year* 1876-77.

1	2	3	4	5	6	7	8	9	10
Divisions.	Names of the Districts.	Vernacular spoken.	Area in square miles.	Estimated population.	Number of schools.	Number of students on the rolls on 31st March 1877.	Average number of square miles to each school.	Percentage of schools to population.	Number of pupils for each 1,000 of the population.
Burdwan ...	Burdwan	Bengali	3,523	2,034,745	1,294	40,782	2·7	·0635	20·04
	Bankoora	Ditto	1,422	530,802	472	13,851	3·01	·0889	26·09
	Beerbhoom	Ditto	1,344	695,921	400	11,769	3·3	·057	16·9
	Midnapore	Ditto	5,082	2,540,963	2,966	60,569	1·71	·116	23·8
	Hooghly and Howrah ...	Bengali and Urdu	1,424	1,488,556	445	20,656	3·2	·029	13·87
	Total ...	.....	12,795	7,290,987	5,574	147,627	2·296	·076	20·25
Presidency	24-Pergunnahs	Bengali	2,562	2,210,047	1,506	51,656	1·70	·068	23·37
	Nuddea	Ditto	3,421	1,812,795	827	30,119	4·13	·045	16·6
	Jessore	Ditto	3,658	2,075,021	772	26,766	4·73	·03	12·9
	Moorshedabad ...	Ditto	2,578	1,353,626	500	14,324	5·15	·066	10·5
	Total ...	.....	12,219	7,451,489	3,605	122,865	3·38	·048	16·48
	Calcutta	Bengali ...	8	447,601	254	18,251	·031	·056	40·7
Rajshahye	Rajshahye	Bengali	2,234	1,310,729	270	9,203	8·27	·02	9·2
	Dinagepore	Ditto	4,126	1,501,924	287	7,098	14·38	·02	4·72
	Bogra	Ditto	1,501	689,457	109	3,622	13·7	·02	5·25
	Rungpore	Ditto	3,476	2,149,972	373	9,847	9·3	·01	4·0
	Pubna	Ditto	1,966	1,211,594	260	9,872	7·56	·02	8·12
	Julpigoree	Bengali, Theeh, Garo, Tota, and Bhutia	1,026	327,085	131	3,041	7·83	·04	9·24
	Darjeeling...	Bengali, Hindi, Bhutia, Nepalia, and Nepalese	1,234	94,712	46	1,127	27·0	·04	.....*
	Total ...	.....	15,563	7,286,373	1,476	43,810	88·04	·17	40·53
Orissa	Cuttack	Ooriya	3,178	1,494,784	327	7,877	9·5	·02	5·1
	Pooree	Ditto	2,473	769,674	333	6,736	7·42	·04	8
	Balasore	Ditto	2,066	770,232	1,510	21,786	1·36	·2	28·2
	Total ...	.....	7,717	3,034,690	2,170	36,399	3·5	·07	11
Chota Nagpore ...	Hazareebagh	Hindi	7,021	771,875	193	4,492	36·4	·025	5·8
	Lohardugga	Ditto and Bengali	12,044	1,237,123	303	8,088	39·7	·024	6·53
	Singbhoom	Ditto .	4,503	415,023	80	3,500	56·3	·019	8
	Maubhoom	Bengali	4,925	995,570	368	9,451	13·38	·03	9·49
	Total ...	.....	28,493	3,419,591	944	25,531	30·18	·027	7·4
Chittagong	Chittagong	Bengali & Mughee	2,315	1,043,283	202	7,582	11·46	·019	7·27
	Noakholly	Bengali	1,850	925,000	218	5,365	8·48	·024	5·8
	Chittagong Hill Tracts	Hill dialects ..	6,882	69,607	34	418	860·25	·0114	2·19
	Total ...	.....	11,047	2,037,890	454	13,365	24·3	·02	6·5
Dacca	Dacca	Bengali	2,897	1,853,897	604	23,644	4·8	·032	12·75
	Burrisal . .	Ditto ...	4,187	1,894,714	411	13,571	10·2	·02	7·2
	Furreedpore	Ditto	2,365	1,515,821	415	14,053	5·7	·03	9·66
	Mymensingh	Ditto	6,293	2,349,917	405	13,447	15·5	·017	5·7
	Tipperah	Ditto	2,530	1,419,229	417	12,416	6	·029	8·7
	Total ...	.....	18,272	9,033,578	2,252	77,731	8·1	·02	8·6

* The District Committee have omitted to furnish the figures.

B.—Education—*concluded.*

4.—*Distribution of Government, Aided, and Inspected Schools, in the several districts and divisions under the Government of Bengal, for the year* 1876-77.

1	2	3	4	5	6	7	8	9	10
Divisions.	Names of the Districts.	Vernacular spoken.	Area in square miles.	Estimated population.	Number of schools.	Number of students on the rolls on 31st March 1877.	Average number of square miles to each school.	Percentage of schools to population.	Number of pupils for each 1,000 of the population.
Patna	Patna	Hindi and Hindustani.	2,101	1,559,638	327	10,809	6·4	·021	6·9
	Gya	Ditto	4,718	1,940,750	264	7,759	17·9	·014	4
	Shahabad	Ditto	4,385	1,723,974	258	6,792	17·	·015	3·9
	Sarun	Ditto	2,654	2,063,860	414	8,298	6·4	·02	4
	Chumparun	Hindi	3,531	1,440,815	179	5,238	19·7	·012	3·6
	Mozufferpore	Hindi, Hindustani, and Tirhutea.	2,969	2,188,382	262	6,737	11·3	·012	3·1
	Durbhunga	Hindi and Hindustani.	3,374	2,332,281	262	8,202	12·9	·011	3·5
	Total ...	Hindi, Hindustani, and Tirhutea.	23,732	13,258,700	1,966	53,835	12·1	·015	4·1
Bhagulpore ...	Bhagulpore	Hindi and Hindustani.	4,327	1,826,290	648	9,822	6·7	·035	5·4
	Monghyr	Ditto ...	3,913	1,812,966	954	15,348	4·1	·053	8·4
	Purneah	Hindi and Bengali	4,956	1,714,795	258	5,849	19·2	·015	3·4
	Sonthal Pergunnahs ...	Bengali, Hindi, and Sonthali.	5,488	1,259,287	670	10,822	8·2	·053	8·5
	Maldah	Bengali	1,813	676,426	224	5,292	8·1	·033	7·8
	Total ...	Hindi, Hindustani, Bengali, and Sonthali.	20,497	7,289,784	2,754	47,133	7·4	·038	6·5

Return of Social Position of Pupils in the Colleges for General and Special Education, Madrasahs, Medical Vernacular Schools, Survey Vernacular Schools, and the School of Art, for the official year 1876-77.

Colleges	Number of institutions.	Number of pupils on the rolls on 31st March 1877.	Hindus.					Muhammadans.					Christians.					Others.					Total.				
			Upper classes.	Middle classes.	Lower classes.	Parentage not known.	Total.	Upper classes.	Middle classes.	Lower classes.	Parentage not known.	Total.	Upper classes.	Middle classes.	Lower classes.	Parentage not known.	Total.	Upper classes.	Middle classes.	Lower classes.	Parentage not known.	Total.	Upper classes.	Middle classes.	Lower classes.	Parentage not known.	Total.
General—																											
Government—																											
Presidency College	1	309	18	273	..	...	291	4	13	...	...	17	...	1	..	...	1	...	...	...	...	...	22	287	...	...	309
Hooghly "	1	163	19	119	2	...	140	..	22	..	...	22		1	...	...	1	...	...	...	...	...	19	142	2	...	163
Kishnaghur "	1	114	2	106	3	...	111	...	2	1	...	3	.	...	...	...	...	...	...	...	...	...	2	108	4	...	114
Dacca "	1	123	..	115	7	.	122	...	6	...	...	6	...	...	...	...	...	...	...	...	...	...	...	121	7	...	128
Berhampore "	1	37	...	37	.	.	37	...	...	...	.	...	...	...	...	...	...	...	...	...	...	...	...	37	...	...	37
Patna "	1	107	10	68	10	..	88	1	17	...	...	18	...	1	...	...	1	...	...	...	...	...	11	86	10	...	107
Cuttack "	1	36	1	30	1	..	32		1	...	..	1	...	2	1	...	3	...	...	...	...	...	1	33	2	...	36
Sanskrit "	1	34	1	33	...	...	34	..	..	...	...	...	...	...	...	...	...	...	...	...	...	...	1	33	...	...	34
Beauleah High School...	1	30	..	30	.	...	30	.	...	...	...	...	...	...	...	...	..	...	...	...	...	...	...	30	...	...	30
Midnapore " "	1	18	..	17	...	...	17	..	1	...	...	1	...	...	...	...	...	..	...	...	...	...	...	18	...	...	18
Chittagong " "	1	8	...	6	...	...	6	.	2	..	..	2	...	..	..	...	..	...	...	..	...	...	...	8	...	...	8
Bungpore " "	1	17	...	15	...	...	15		2	..	.	2	..	.	...	...	..	..	..	..	...	...	...	17	...	..	17
Total	12	1,001	51	849	23	.	923	5	68	1		72	...	5	1	...	6	...		...	...	..	56	920	25	...	1,001
Aided—																											
Free Church College, Calcutta	1	102	2	97	...	...	99	...	.	..	...	...	...	3	...	...	3	...	...	...	...	...	2	100	...	...	102
General Assembly's College "	1	219	2	216	...	...	218	...	...	...	.	...	..	1	...	...	1		..	...	...	...	2	217	..	..	219
St. Xavier's " "	1	82	2	45	...		47	...	5	...	.	5	3	25	...	...	28	1	1	...	...	2	6	76	...	...	82
Cathedral Mission " "	1	90	1	84	..		85	...	.	...	...	..	...	5	...	..	5	...	..	...	...	...	1	89	...	..	90
Doveton " "	1	12	...	4	...	..	4	...	.	...	...	...	..	8	..	...	8	...	...	...	...	...	...	12	...	...	12
London Mission College, Bhowanipore	1	51	1	45	2	..	48	.	1	.	.	1	..	1	.	..	1	..	1	..	...	1	1	48	2	...	51
Total	6	556	8	491	2	...	501	...	6	...	..	6	3	43	...	..	46	1	2	...	...	3	12	542	2	..	556

Special—																										
Law—																										
Presidency College	1	155	11	139	...	...	150	..	4	...	...	4	..	...	...	..	..	...	1	...	...	1	11	144	...	...	155
Hooghly ,,	1	21	3	16	...	...	19	..	2	..	...	2	...	...	...	...	...	...	...	...	...	...	3	18	..	...	21
Dacca ,,	1	16	...	16	...	...	16	..	...	...	...	..	..	...	...	...	...	...	.	...	...	...	...	16	...	...	16
Patna ,,	1	21	4	13	.	...	17	...	4	...	...	4	...	...	...	..	...	...	...	...	...	...	4	17	...	...	21
Kishnaghur ,,	1	9	.	8	..	...	8	..	...		...	...	..	1	..	...	1	...	...	...	...	...	...	9	...	...	9
Total	5	222	18	192	...	..	210	.	10	..	...	10	...	1	...	...	1	...	1	...	...	1	18	204	...	...	222
Engineering—																										
Civil Engineering Department, Presidency College	1	124	...	115	1	...	116	.	1	1	..	2	...	6	...	...	6	...	...	...	...	...	...	122	2	...	124
Medicine—																										
Medical College, Calcutta	(Return not received.)																									
Madrasahs—																										
Calcutta	1	253	...	...	..	...	...	...	253	...	...	253	...	...	...	...	...	...	...	...	...	...	...	253	...	..	253
Hooghly	1	17	...	...	..	...	...	...	16	1	...	17	...	...	...	..	...	...	...	...	...	...	...	16	1	...	17
Dacca	1	160	..	...	...	...	...	2	153	5	...	160	..	...	...	...	...	...	...	...	...	...	2	153	5	...	160
Chittagong	1	144	...	...	...	..	...	3	135	6	...	144	...	...	...	...	...	...	...	...	...	...	3	135	6	...	144
Rajshahye	1	74	...		...	...	...	...	71	3	...	74	...	..		...	...	...	...	..	...	.	1	71	3	...	74
Total	5	648	.	...	...	..	...	5	628	15	...	648	...	...	...	...	.	..	...	...	...	...	5	628	15	...	648
Medical Vernacular Schools—																										
Campbell Medical School, Sealdah	1	391	...	264	115	5	384	...	1	4	...	5	...	...	...	...	...	...	2	...	...	2	...	267	119	5	391
Temple Medical School, Patna	1	193	..	48	3	..	51	..	141	...	...	141	...	1	...	...	1	...	...	...	...	...	...	190	3	...	193
Dacca Medical School	1	247	...	187	29	27	243	...	4	...	...	4	...	...	...	...	...	...	...	...	...	...	...	191	29	27	247
Cuttack Medical School	1	31	...	15	10	..	25	...	...	1	...	1	...	3	...	2	5	.	...	...	...	...	...	18	11	2	31
Total	4	862	...	514	157	32	703	.	146	5	...	151	..	4	..	2	6	...	2	...	...	2	...	666	162	34	862
Survey Vernacular Schools—																										
Hooghly	1	41	...	32	8	..	40	.	1	...	...	1	...	.	..	...	...	...	...	...	...	...	...	33	8	...	41
Dacca	1	45	...	40	...		40	...	4	1	...	5	...	...	...	.	...	...	...	...	...	...	...	44	1	...	45
Patna	1	45	..	17	6	...	23	...	8	14	..	22	...	...		...	...	...	...	...	...	...	...	25	20	...	45
Cuttack	1	28	...	26	1		27	.	.	...	...	..	...	1	...		1	.	...	..	...	...	...	27	1	..	8
Total	4	159	...	115	15	...	130		13	15	...	28	...	1	.	...	1	...	...	...	...	...	...	129	30	...	159
School of Art	1	119		112	2	..	114		2	1	..	3	...	.	...	.	...	..	2	...	...	2	...	116	3	..	119

Return of Social Position of Pupils in the Schools of the several Commissionerships for the official year 1876-77.

Commissioner's Division.		Hindus					Muhammadans.					Christians.					Others.					Total.				
		Upper classes.	Middle classes.	Lower classes.	Parentage unknown.	Total.	Upper classes	Middle classes.	Lower classes	Parentage unknown.	Total.	Upper classes.	Middle classes.	Lower classes.	Parentage unknown.	Total.	Upper classes.	Middle classes.	Lower classes.	Parentage unknown.	Total.	Upper classes.	Middle classes.	Lower classes.	Parentage unknown.	Total.
Presidency Circle	Presidency	373	34,563	55,451	57	90,443	30	4,312	26,601	1	30,944	1	374	890	36	1,301	12	29	133	3	177	416	39,277	83,075	97	122,865
	Calcutta	773	8,576	3,460	419	13,228	12	744	639	.	1,395	239	2,117	506	601	3,463	18	61	86		165	1,042	11,498	4,691	1,020	(a)18,251
	Chota Nagpore	53	3,229	13,677	1	16,960	...	176	979	...	1,155	...	80	2,752	30	2,862	..	267	4,284	3	4,554	53	3,752	21,692	34	(b)25,531
Western Circle	Burdwan	598	38,500	97,059	35	136,192	12	2,204	7,161	2	9,379	...	239	134	..	373	...	45	1,638	.	1,683	610	40,988	105,992	37	(c)147,627
Orissa Circle	Orissa	78	6,571	27,244	2	33,895	1	450	980	...	1,431	..	123	218	471	812	...	..	257	4	261	79	7,144	28,699	477	(d)36,399
Eastern Circle	Dacca	271	25,169	30,893	247	56,580	23	3,224	17,071	5	20,323	8	95	254	....	357		9	460	2	471	302	28,497	48,678	254	(e)77,731
	Chittagong	23	2,738	3,874		6,635	5	1,437	4,179		5,621	..	18	9	.....	27	8	252	822		1,082	36	4,445	8,884	..	(f)13,365
Rajshahye Circle	Rajshahye	144	7,431	14,190	3	21,768	19	3,349	18,417	1	21,786	..	75	16	....	91	...	11	111	..	122	163	10,875	32,742	4	(g)43,784
		....	9	8		17																				
Behar Circle	Patna Division	404	11,547	34,406	7	46,364	53	1,470	5,368	5	6,896		168	284	137	589		3	3	.	6	457	13,188	40,041	149	(h)53,835
	Bhagulpore Division	224	9,784	25,734		35,742	58	1,754	6,467		8,279		132	622		754		12	2,346		2,358	282	11,682	35,169		47,133
Total		2,941	148,116	305,996	771	457,824	218	19,130	87,862	14	107,209	248	3,421	5,665	1,275	10,609	38	689	10,140	12	10,879	3,440	171,346	409,663	2,072	586,521

(a) Including Campbell Medical School, but excluding Bethune Girls' School and the Madrasah.
(b) Ditto Chaibasa Government Technical School.
(c) Ditto two Madrasahs (Government) and Hooghly Survey School.
(d) Ditto Cuttack Medical and survey schools.
(e) Ditto Madrasah, Artisan, Medical, and Survey schools.
(f) Ditto Madrasah.
(g) Ditto ditto.
(h) Ditto Medical, Survey, and Technical schools.

Regr No 15063—528—18 12-77

GENERAL DEPARTMENT.

EDUCATION—No. 43.

CALCUTTA, THE 4TH JANUARY 1878.

RESOLUTION.

READ—

The General Report on Public Instruction for the year 1876-77.

THE financial position of the Government of Bengal at the opening of the year 1876-77 compelled the Lieutenant-Governor not only to impress on all heads of departments the urgent need for the exercise of strict economy in the administration of the revenues, but also to make considerable reductions in the budget grants which it was originally proposed to assign under the several heads of provincial expenditure. During each of the years which followed the introduction of the system of provincial finance established in 1871, the local Government had at its disposal accumulated balances which were available to meet any surplus of expenditure over receipts, and charges were consequently admitted on a scale which the current income of the Government would not have justified. These balances, however, were surrendered to the Government of India in partial liquidation of the liabilities incurred by Bengal during the scarcity of 1874, and the Government found it necessary, in settling the provincial budget for 1876-77, to keep the sanctioned expenditure strictly within the amount of the expected income of the year.

2. The Department of Education, in common with the other departments of the provincial administration, suffered under these necessary retrenchments. The grant originally intended to be assigned was Rs. 25,38,333; but this sum was successively reduced, first to Rs. 24,92,236, and eventually to Rs. 24,67,236. The actual expenditure of the year was Rs. 24,61,599, of which Rs. 4,71,814 represent departmental receipts, and the balance, Rs. 19,89,785, is the net Government expenditure. The gross expenditure in 1874-75 was Rs. 25,11,830; the sanctioned grant for 1875-76 was Rs. 26,14,010, and the actual expenditure of that year amounted to Rs. 26,32,444. The figures are not quite accurately given in the opening paragraphs of the Director's present report; but it will appear, from what has been said, that the expenditure of 1876-77 from the Education Budget was about half a lakh below that of 1874-75, and nearly 1¾ lakhs below that of the year 1875-76.

3. The officers of the department exerted themselves loyally and strenuously to carry out the orders of Government, and to prevent the diminution of the grant from injuriously affecting the progress of education. But it was inevitable that so serious a reduction in the available funds should not only arrest development, but should in some cases result in an actual decrease in the number of schools and pupils; and this decrease has occurred in middle schools generally, and in primary schools in the great majority of districts. There was also a considerable decrease in the number of schools for special instruction, but this did not arise from the reduction of the grant, but from the closing of several normal schools of the second and third grades—a measure which was carried out by Government upon grounds independent of financial considerations.

4. Under these circumstances, the Lieutenant-Governor regards it as a satisfactory proof of the general soundness and vitality of our educational system that, notwithstanding these disadvantages and drawbacks, the number of schools and colleges under inspection, and the pupils attending them,

showed a marked increase during the year. The figures are given in the following table :—

Class of Institutions.	1876. Schools.	1876. Pupils.	1877. Schools.	1877. Pupils.
For general instruction—				
Government institutions	259	24,208	267	24,595
Grant-in-aid ditto	1,872	87,379	1,842	88,193
Primary and Circle Fund Institutions	13,270	353,166	13,665	351,648
Unaided institutions	2,358	66,111	5,629	120,517
For special instruction*	91	4,940	75	4,398
Total	17,850	535,804	21,478	589,351

* Schools for special instruction are all Government institutions, except 15 aided normal schools with 852 pupils. and one unaided technical school with 255 pupils.

5. An examination of this table shows that the increase in the number of Government schools has not been accompanied by a corresponding increase in the number of pupils; that though grant-in-aid schools have diminished by 30, the number of pupils in them has increased; that schools supported from the primary fund show an increase in numbers, with no increase in pupils; that a large additional number of unaided pathsalas have been brought under inspection; and that, notwithstanding the decrease in the number of schools for special instruction, the pupils attending them have not very greatly diminished. If the unaided institutions, which are of course unaffected by the finances of the department, are excluded from the returns of both years, it will be seen that while in 1875-76 there were 15,492 schools with 469,693 pupils, in 1876-77 the number of schools rose to 15,849, but that of pupils diminished to 468,834.

6. If the schools are classified, not according to the budget grant from which they are supported, but according to the character of the instruction imparted in them, the results of the year are as follow :—

Class of Instruction.		1876. Schools.	1876. Pupils.	1877. Schools.	1877. Pupils.	Average number of pupils at each school.
Superior ...	Colleges	16	1,404	20	1,792	90
Secondary ...	Higher English schools ...	173	32,529	180	32,957	183
	Middle " "	623	34,072	511	30,072	59
	Middle vernacular "	1,259	59,304	1,045	51,718	50
	Intermediate English schools	.....	.....	112	4,328	39
	Ditto vernacular schools	.....	.....	1,501	52,650	35
Primary ...	Primary* schools	13,216	348,510	12,272	302,550	25
	Female " "	427	11,331	480	12,027	25
Special		91	4,940	75	4,398	58
Total ...		15,807	492,090	16,196	492,492	.....

* In the report for the previous year, all schools aided from the primary fund were classed as primary schools. The figures have been corrected in this table.

Unaided primary schools are not shown in this table, the standard of instruction in these not being accurately defined. Intermediate schools appear as a new class in the returns of 1876-77; in the previous year intermediate English schools did not exist, and intermediate vernacular schools were included in the primary class. The falling off in middle schools, and especially in middle English schools, is very noticeable, the number of middle English schools in 1875-76 being the same as that of middle English and intermediate English together in 1876-77. In the middle vernacular schools the loss is not so great, as the majority of the intermediate vernacular schools have not come down from the middle class, but have risen from the primary class. But it is estimated that of the 214 middle vernacular schools which have disappeared from the returns of the year, about 40 or 50 have been entirely closed, and the rest have fallen to a lower class. Primary schools show a decrease of nearly 1,000. This means that, in round numbers, 1,300 of these schools have been raised to the intermediate class, and 1,200 have disappeared from Bengal generally, while no less than 1,500 new schools have been added to the list in the two districts of Midnapore and Balásore.

7. In all this there is no ground for apprehension, and but little cause for regret. Some of the weaker schools, which possessed little vitality independent of the Government grant, have been closed; while a more careful classification has shown that some schools were unable to maintain the standard under which they were previously ranked. But the colleges and higher English schools at one end of the scale, and the primary schools at the other, have in general stood the test of financial reductions in a manner which shows the soundness of the basis upon which they are established. The lesson to be deduced from the experience of the year appears to be that the middle schools are the weakest part of our educational system, and that special efforts should be made to strengthen and improve them.

8. The favourable inference which may be drawn from these returns is confirmed by an examination of the figures which show the proportion of the total educational expenditure contributed by Government and by the people themselves. Including the charges of the Medical College and schools, which are not shown in the Education Budget, the total expenditure on organized education was Rs. 42,34,000, of which Rs. 22,52,000 were paid by Government. In the previous year the Government contribution was Rs. 24,03,000, and the total expenditure Rs. 41,89,000. An increase of nearly half a lakh of rupees in the total expenditure, combined with a decrease of more than a lakh and a half in the payments by Government, shows that during the year the private funds expended upon education increased by about two lakhs of rupees. The Government share of educational expenditure has decreased during the year from 57 to 53 per cent., and this decrease in the rate is found in the schools of every class. The contributions from the public were Rs. 16,68,000 in 1874-75, Rs. 17,86,000 in 1875-76, and Rs. 19,82,000 in 1876-77. These figures appear to the Lieutenant-Governor to afford a convincing proof that the people are willing not merely to accept the instruction imparted in our schools, but to take their share in supporting it; and it is especially satisfactory to find that, in a year in which the Government was compelled to enforce measures of the strictest economy, the schools suffered no pecuniary loss, the deficiency being supplied, and more than supplied, by increased contributions from the public.

9. The primary schools supported or aided by Government showed a decrease during the year of nearly 1,000 schools and 46,000 pupils. But this decrease is owing, as has already been explained, to the elevation of about 1,300 of the best primary schools to the intermediate class. There has therefore been a real increase of about 300 schools; and as it appears that 1,500 pathsalas have been newly brought on the returns in the two districts of Balasore and Midnapore, it follows that about 1,200 schools have disappeared in other districts. Some of these continue to exist as unaided schools, but it is to be feared that the greater number have been closed. The unaided schools brought under inspection have increased from 2,043 schools with 43,714 pupils to 5,282 schools with 96,859 pupils. In the whole number of schools aided from the primary fund there are above 338,000 pupils, of whom it is estimated that about two-thirds, or 225,000, are in the lowest stage of instruction; 110,000 are able to read, write, and understand easy sentences out of a book, while at least 3,000 have reached a higher stage than this.

10. The report contains some suggestive and interesting paragraphs on the character of the instruction imparted in the indigenous schools of the country, the effect of the impulse given to primary education by the orders of 1872, the further degree of success which may reasonably be hoped for, and the dangers which have to be guarded against in extending and developing the present system. Such questions as these do not admit of proper and sufficient discussion within the limits of a Resolution, and the Lieutenant-Governor, while expressing his general concurrence in the Director's views, would rather commend these paragraphs to the perusal of those interested in the subject, than attempt to enter upon a detailed examination of the facts and arguments advanced in them.

11. Some remarks, however, appear to be called for upon the tendency which exists in some districts to raise the pathsalas to a standard unsuited to

the requirements of those classes of the people for whom these schools were originally intended. Jessore, Moorshedabad, and Burdwan are noticed in the report as districts in which this tendency is specially conspicuous. It must be distinctly understood that it is not the policy of the Government to convert the pathsalas into cheap middle schools; and that the success of a pathsala is to be tested, not by the proficiency of the three or four boys who go up for the scholarship examination, but by the average progress of the general body of pupils.

12. The adoption of a system of payment by results is the best means of securing this end, while at the same time it allows a larger number of schools to be aided from the district grant. It is therefore satisfactory to find that this system, in one form or another, is now being very generally introduced. In some districts the plan adopted is that of rewards after examination; in others, that of the payment of remuneration according to the classification of schools; in others, again, the payment is made to depend on the result of the inspecting officer's report. In several of the Behar districts the supervision of the village punchayets has been employed with very successful results. The Lieutenant-Governor would by no means desire to pass any orders tending to reduce these diversities of practice to one uniform standard. It is for the local officers to determine, in consultation with the circle inspectors, the system best adapted to the conditions and requirements of their respective districts. The present report affords abundant evidence of the attention which District Magistrates have devoted to the subject. The Magistrate of Bankoora, Mr. Larminie, deserves honourable mention for the elaboration of a scheme under which Bankoora has a larger proportion of school-going children to population than any other district in Bengal. The system, however, though it works admirably in Bankoora, is inapplicable to a large district. The plan originated by Mr. Harrison in Midnapore has continued to give excellent results during the year, and has been successfully introduced into the Balasore district. In the 24-Pergunnahs Mr. Wilson has adopted a system, based upon a scheme of the late Mr. Woodrow, of rewards for the attainment of certain educational standards. The Magistrates of Noakholly and Balasore, and the Deputy Commissioner of Manbhoom, have exerted themselves in various ways for the promotion of primary education, and the differences of system which prevail in these and in many other districts are really a measure of the intelligent appreciation given by the respective officers to the varying circumstances of their districts and to the special difficulties which have to be overcome.

13. The standard for the primary scholarship examination was considerably raised this year, and the test is said to have been very strictly enforced. In all, 3,110 schools sent up 11,462 candidates, and of these 5,246 passed and 386 obtained scholarships, the rest receiving certificates of merit according to their proficiency. It is noticeable that this year girls competed for this scholarship for the first time, and that in Jessore one girl obtained a scholarship, while in Tipperah three girls passed and one obtained a scholarship, standing first on the whole list. In Bhagulpore the scholarships appear to have been awarded without examination, a circumstance which calls for explanation from the Commissioner, as the omission to hold an examination in that district was noticed in the Resolution upon last year's report. On the whole, the Director thinks it is certain that the results of the year show a great advance. But there seems some reason to fear that these scholarships, which were intended to assist gifted boys of the lowest social classes in prosecuting their studies to a higher standard, are in many cases awarded to candidates who were simply attached to the pathsalas by the prospect of a scholarship, and who would otherwise have studied in a middle school. It is thought worthy of special notice that in one case the son of a weaver, and in another case the son of a milkman, obtained a scholarship; whereas instances of this kind should have been the rule, and not the exception. The Director will be invited to consider whether any regulations can be devised to restrict a practice which tends to defeat the object which the Government had in view in establishing these rewards.

14. The area of secondary instruction, which reaches from the standard of the primary schools to the standard of the University Entrance Examination, was enlarged during the year by the establishment of the new class of intermediate schools. The present returns include 1,501 intermediate vernacular schools with 52,650 pupils, and 112 intermediate English schools with 4,328 pupils. These intermediate schools are principally improved pathsalas; in some cases they are reduced middle schools, and in a few instances they are newly-founded schools. But it is generally agreed that the vernacular schools of this class have been much more useful than those which attempt to give instruction in English. While the vernacular schools have in general risen from a lower grade, the English schools have, with scarcely an exception, been brought down from a higher class. This result, indeed, is the natural consequence of the low standard which at present prevails in the middle English schools; and it may be confidently asserted that until the teaching, and especially the English teaching, in schools of this class shall have been generally improved, no room will be found for the establishment of an intermediate class between the middle and the primary schools. After full consideration, the Lieutenant-Governor has lately determined to discontinue the award of the special scholarship for intermediate English schools, and this will no doubt be followed by the disappearance of this class of schools from the returns.

15. As the examination for intermediate scholarships was held for the first time during the year, the Lieutenant-Governor thinks it sufficient to notice, rather than to censure, the laxity with which the rules upon the subject were enforced. It was the intention of Government that primary schools should be allowed to elect whether they would compete for the primary or for the intermediate scholarship. But it appears that these orders were generally interpreted to mean that any school which pleased might send up candidates for the intermediate scholarships, and the natural result was that the majority of these scholarships were awarded to students from middle schools—a class of pupils for whom the scholarships were not designed, and to whose attainments the prescribed standard was not adapted. For the intermediate vernacular scholarship 723 schools sent up 1,645 candidates, of whom 867 passed and 185 obtained scholarships: for the English scholarship the number of schools was 76, and that of candidates 201. Of these, 146 passed and 39 obtained scholarships. The Director has since issued a circular calling attention to the true meaning of the Government orders on this subject, and it is hoped that all possibility of misapprehension will now have been removed.

16. The number of middle vernacular schools decreased during the year from 1,259 schools with 59,304 pupils to 1,045 schools with 51,718 pupils. The causes of this decrease have already been explained: some schools have been abolished in consequence of the reduction of the grant, and others have fallen to the intermediate standard. The decrease was in the aided and private schools: the Government schools maintained their numbers, but showed no appreciable increase. The results of the vernacular scholarship examination, which is the recognized test of the education given in these schools, contrast very unfavourably with those of the preceding year. In 1876, 824 middle schools sent up 3,003 candidates, of whom 1,359 passed and 218 obtained scholarships. In 1875, 2,521 candidates passed out of 4,062 who presented themselves for examination. It is suggested in the report that this is due in some measure to the recent modifications introduced into the scholarship course. But this explanation is insufficient to account for so serious a decline, and the fact that more than one-fifth of the schools failed to send up any candidates at all affords a proof that middle school teaching requires to be actively stimulated and carefully supervised.

17. The returns for middle English schools point to a similar conclusion. In 1875-76 these schools numbered 623 with 34,072 pupils: in 1876-77 the numbers fell to 511 schools and 30,072 pupils. The progress in these schools is tested by the minor scholarship examination; and it appears that in the year under report 292 middle English schools sent up 923 candidates for this scholarship, and that of these 486 passed and 108 obtained scholarships. It follows that only three schools in every five compete at all for the scholarship, and that there are 220 schools shown in the returns as middle English schools which

are unable to send up any candidates for the examination which is the recognized standard of their class. In the previous year there were 1,140 candidates for the minor scholarship, and of these 816, or 72 per cent., passed; whereas in the present year the proportion of successful candidates is only about 53 per cent. The returns do not show what proportion of the competing schools succeeded in passing any of their candidates; and the Lieutenant-Governor would ask that this may be stated in future reports, as regards both vernacular and English middle schools.

18. It is easy to trace the causes of this decline both in the numbers of middle schools and in the character of the instruction given in them; but it is a matter of more difficulty to suggest a remedy. The fact appears to be that, though the middle vernacular schools in many cases retain much of the stamp of excellence originally impressed upon them, they have in general ceased to be popular institutions. To a promising or ambitious boy, vernacular education, however excellent, seems to hold out little prospect of a successful career. He feels that, even if he obtains a scholarship, he will compete on disadvantageous terms in the struggle for the coveted prize of Government service with rivals who began the study of English at an earlier age. But if, in the vernacular middle schools, the decline is owing to the falling off of pupils, the low standard of English middle schools arises from the deficiency of the teaching staff. The Director remarks that schools of this class are very popular; it must be added that in general they are also very worthless. The teaching which they give is in no sense education, and can scarcely even be called instruction. Its prominent feature is the attempt made by untrained masters, themselves very imperfectly acquainted with English, to impart a smattering of English to boys who have never studied their own vernacular, and have never been grounded in any useful branches of learning. In his recent tours of inspection, the Lieutenant-Governor noticed with much concern the waste of time and money expended in producing these unprofitable results, and the social mischief of encouraging lads to aim at a class of education which was only within their reach in a very inefficient form, and which certainly exposed them to the probability of heavy disappointments when their school career is finished.

19. The policy which the Government desires to adopt in reference to this matter has been explained in orders which have recently been issued. In all Government middle schools it is intended that sound vernacular training shall be made the preliminary to English education, and in aided schools the acceptance of a similar principle will be a condition of the receipt of a Government grant. With this object, candidates for the minor scholarship examination will be required to pass the full vernacular tests, and, if the necessary books shall be forthcoming, it will also be required that English grammar shall be taught in the vernacular. It is also intended to increase the number of Government middle schools, as it is found that a Government school usually serves as a model to aided and private schools in its neighbourhood. The Government vernacular middle schools at the sudder stations of districts are for the most part of excellent quality, and similar schools will now be established in subdivisions. The working of these orders will require to be very carefully watched by the inspecting officers of the department, and it must be clearly understood that the Government has no desire to prohibit, or even to discourage, the study of English in middle schools, but only to require that the teaching shall conform to the object with which the schools were founded—namely, the imparting of sound vernacular instruction.

20. The vitality of the higher English schools, teaching up to the standard of the Entrance Examination, is shown by the fact that, under all the difficulties of the year, they increased both in number and pupils, the figures for the last two years being as follows:—

	1875-76.		1876-77	
	Schools	Pupils.	Schools.	Pupils.
Government schools	45	11,952	48	12,235
Aided schools	85	9,550	88	10,365
Private schools	43	11,027	44	10,357
Total ...	173	32,529	180	32,957

It is also worthy of notice that, whereas a large proportion of middle schools are unable, as already shown, to send up candidates for middle scholarships, the number of higher schools which send up candidates for the Entrance is actually greater than the whole number of schools shown in the returns. Candidates were sent up by 175 schools in 1875-76 and by 185 schools in 1876-77. The explanation of this of course is that some private schools, which do not appear in the returns, send up candidates; but the general result is a striking proof that a fairly high standard is maintained on the average in all schools of this class.

21. The system of net grants to zillah schools, originated by Sir George Campbell in 1872, has produced excellent results, and the term of five years, for which the grants were originally made, having expired, the grants have been renewed for three years with such modifications as experience has shown to be required. Schools have been arranged in three classes, the number of pupils in the school being taken as the basis of classification, and a standard scale of establishment has been fixed for each class. The system of net grants possesses a double advantage: it tends at the same time to promote private liberality, and to check injudicious expenditure, and the steady improvement which Government schools of the higher class have shown during the last few years in numbers, popularity, and efficiency, may in great part be ascribed to the working of this system under the superintendence of the local committees.

22. For the Entrance Examination of December 1876, 185 schools sent up 1,849 candidates, and 1,005 of these passed, 18 per cent. of these being placed in the first division, 57 per cent. in the second, and 25 per cent in the third. The total percentage of successful candidates was 54·3, against 31 in the previous year. In the Government schools 65·4 per cent. of the candidates passed, the Hindu and Hare Schools in Calcutta taking, as usual, the highest place. The report suggests reasons for thinking that the marked improvement shown this year may fairly be attributed, not to any relaxation of the standard, but to better preparation on the part of the candidates. Next to the Calcutta schools, the Dacca collegiate school occupied the most honourable place, and among the zillah schools the two schools of Burrisal and Mymensingh. The position taken by the schools at Berhampore, Chittagong, Arrah, Pubna, and Balasore calls for some departmental inquiry into the causes of their want of success.

23. The Government colleges teaching up to the B.A. standard are now six in number, the Kishnaghur and Cuttack colleges having opened 4th-year classes during the year. There are also six Government colleges of the second grade, in which instruction is confined to the standard of the First Arts Examination. There are six aided colleges and three unaided, of which last class the Metropolitan Institution in Calcutta is the only one which contains any considerable number of college students. The large proportion of candidates who passed the Entrance Examination had the natural effect of raising the number of students in the colleges; but the increase was greatest in the aided and unaided institutions. The numbers in the Presidency and Dacca colleges remained stationary. There was some increase at Hooghly and Patna, and a large increase at Kishnaghur, owing to the popularity of the college from the restoration of the B.A. classes. The infant college at Cuttack, which was founded only two years ago, also shows a considerable accession of students. The total number of under-graduate pupils in the Government colleges was 1,001, and in the aided colleges 556, or a total number of 1,557, against a total of 1,249 in the previous year and 1,213 in 1874-75. The numbers in unaided colleges cannot be accurately given.

24. The expenditure upon college education is shown in the following table:—

	Government fund.	Fees and private funds.	Total.
	Rs.	Rs.	Rs.
Government colleges ...	2,00,335	88,805	2,89,140
Aided colleges	24,197	83,631	1,07,828
	2,24,532	1,72,436	3,96,968

The figures differ little from those of the preceding year, and the increase is attributable to the larger number of students. The average annual cost of

the education of each student is Rs. 407 in a Government college and Rs. 308 in an aided college.

25. For the First Arts Examination, which takes place at the end of two years from matriculation, 330 candidates appeared and 151 passed. The Kishnaghur and Hooghly colleges were specially distinguished, while among the Dacca students there was a general failure. It is observable that a large majority of the successful candidates elected the course in science for their studies for the B.A. degree. For the B.A. examination there were 242 candidates and 115 passed, the general result being thus much better than those of the previous year. From the Government colleges 57 per cent. of the candidates satisfied the examiners, and the results would have been much better even than these had it not been for the failure of the students from Dacca and Patna. For the M.A. examination there were 23 candidates for honours in Arts, of whom 15 were successful, while eight candidates out of 17 obtained the ordinary M.A. degree.

26. In the Resolution upon last year's report, the paucity of those who take degrees in the University, in comparison with the number who matriculate, was noticed as a serious blot in our educational results. It was pointed out that the graduates in Arts are only about one-tenth of the number who matriculate. The Lieutenant-Governor is therefore glad to observe that the results of the year under review show a marked improvement in this respect. The 702 candidates who matriculated in 1874-75 were eligible this year for the First Arts Examination, and, as has already been remarked, 330 presented themselves and 151 passed. Similarly, in 1874-75 144 candidates passed the First Arts and were eligible this year for the B A: degree, which 115 students actually obtained, or, in other words, the graduates in Arts this year were 80 per cent. of the whole number who passed the First Arts standard two years before. Such results as these cannot fail to exercise a marked influence, at no distant date, on the character of the educated classes, and, through them, on that of the people at large. It rests, indeed, with the University, rather than with the Government, to direct the course of college study, and to ensure that the distinction of a degree shall imply the possession of those mental qualities which generally distinguish men of sound and solid education. These qualities, the Director thinks, are now found in the successful candidates at the examinations for honours; the Lieutenant-Governor hopes that he is right, for it is a matter of deep interest to the Government that education of this type should be extended to a larger circle of students.

27. The department of special instruction includes the subjects of law, medicine, civil engineering, surveying and industrial schools, and the School of Art in Calcutta. There are five Government colleges to which law classes are attached, but the number of students has steadily declined for some years past. The civil engineering department of the Presidency College and the English department of the Medical College show a similar falling off, and for the present there seems reason to think that these professions are overstocked. But if this is really the case, the evil is one which may be trusted to work its own remedy. The vernacular medical and survey schools, which draw their pupils from a lower social stratum, and qualify for a less ambitious professional career, are working successfully. In the School of Art the students decreased from 134 to 119, but there was an increase in the Government expenditure which calls for explanation. The industrial school at Dacca is in a languishing condition; while the school recently opened at Ranchi is doing useful, if humble, work under the management of Mr. Herzog of the Chota Nagpore Mission. The industrial school at Dehree, though expensive, is an excellent and efficient institution with 78 pupils on the rolls, partly Europeans and partly Natives: The funds raised for the proposed industrial school at Bankipore have fallen very far short of the amount originally expected, and the scheme is for the present in abeyance. The Lieutenant-Governor is disposed to think that, with the consent of the subscribers, it might be desirable to utilize this money by founding additional studentships at Dehree, where there are already a qualified staff of instructors and all appliances for teaching.

28. On a general review of this province of the department of education, the Lieutenant-Governor is compelled to express his regret not only that so little

has actually been done, but that the native community show so little desire to take up the important question of technical instruction in an earnest and practical spirit. Of the two Associations in Calcutta which were referred to in last year's report as having been founded for the promotion of technical education, it is understood that one confines its efforts to the delivery of occasional lectures, and that the other has made no progress at all towards effecting its object. The question of industrial schools has been very fully discussed: the advantages of an independent career have been theoretically admitted; the Government has announced its readiness to give all the assistance in its power. What is now required is not the advocacy, but the example, of those classes of society which, in spite of all warnings and all disappointments, continue to overcrowd the public service, and to expend, in competitions for ill-paid clerkships, energies and abilities which might ensure a prosperous and lucrative career in other walks of life It has occurred to the Lieutenant-Governor that something might be done to establish scholarships from selected schools in various parts of the country tenable at Dehree, or the new Public Works School being established in Calcutta. Some of these scholarships might be reserved for European and Eurasian schools, and possibly persons interested in technical education might be found willing to endow such scholarships at all events for a term of years. Such workshops as those at Dehree are far more efficient for the purpose of technical instruction than any schools likely to be established by private persons.

29. The following figures show the progress in female education during the year. Schools for native girls increased from 403 with 9,690 pupils to 464 with 10,492 pupils, and the number of native girls studying in boys' schools rose from 7,186 to 9,794. Altogether there were 20,286 girls under instruction, against 16,876 in the previous year. Besides these, there were 17 schools for European girls, with 1,339 pupils. The success of some girls in the competition for primary scholarships has already been noticed, and the progress made in girls' schools in the mofussil is reported to be satisfactory; the schools under the management of the Utterpara Hitakari Sobha being specially efficient and successful. In Calcutta, a large proportion of the Government expenditure on native female education is incurred in aiding the missionary zenana agencies, and, from the reports furnished by Mrs. M. Wheeler, the Deputy Inspectress of Schools, it seems doubtful whether any adequate return for this outlay is received. The Bethune School in Calcutta shows some increase in the number of pupils, and a lower school has been added to it for the benefit of the poorer classes; but the school cannot be considered successful, and its reorganization on a wider basis is under the consideration of Government.

30. The necessity for devoting a special section of the report to the subject of Mahomedan education arises not so much from the absence of Mahomedans from the general schools of the country, as from the fact that a separate fund (the Mohsin Endowment) is assigned to the promotion of education among this class of the community. This endowment is expended partly in the maintenance of five madrissas for instruction in oriental learning, partly in the award of Mohsin scholarships to deserving Mahomedan students, and partly in the payment at ordinary colleges and schools of a portion of the fees of Mahomedan pupils of the poorer classes. The madrissas are reported to have worked successfully during the year, especially the Calcutta Madrissa, which has shown a steady increase in numbers for several years past. But, on the whole, the number of Mahomedan pupils in all Government and aided schools showed a diminution from 91,223 (or 19·4 per cent. of the whole number of boys at school) to 81,585, or 17·2 per cent. This is attributable to the decrease in the number of primary schools in those districts which have a large Mahomedan population, as Mahomedan boys attend the pathsalas more largely than any other class of schools. It is observable that in schools of special instruction, as law and medicine, Mahomedans are scarcely found, except in Behar. In the Patna Medical School they form a large majority of the students. In the B.A. examination of the University the Mahomedan candidates did well, four passing out of ten who presented themselves, and three of these in the first division.

31. The reductions made during the year in the number and cost of normal schools were due to the carrying out of the policy explained in the Resolution upon last year's report. It is intended that a first grade normal school shall be maintained in each Commissioner's division, and that schools of the second and third grades shall be confined to backward districts, in which schools of secondary instruction are few. During the year under review there were seven Government schools of the first grade, four of the second, and 14 of the third, and from these schools 718 gurus received certificates of qualification as teachers of primary schools, and 163 candidates passed the examination for masterships in middle and higher schools. The Director thinks that the stipend allowance in normal schools is too small, and that the schools at their present strength cannot supply a sufficient number of pundits. But the Lieutenant-Governor remarks that hardly any effect has yet been given to that part of the orders of 1875 which provided that normal schools of the first grade should be examining as well as teaching bodies. The purport of these orders should be generally explained, and uncertificated masters should be encouraged to attend the examinations with the object of obtaining certificates. It is impossible for the Government to undertake to give stipends to all those who adopt the profession of pundits; and the full benefit of the normal school system can only be realized by a general application of the principle that these schools are institutions for testing results as well as for imparting instruction.

32. The following statement exhibits the details of schools and pupils, and the distribution of funds under the grant-in-aid system, during the last two years :—

		1875-76.	1876-77.
Number of aided schools and colleges	...	1,889	1,833
Number of pupils	...	88,112	88,059
		Rs.	Rs.
Receipts from Government ...	...	4,30,128	4,37,564
Total receipts	...	13,17,286	14,09,410

There has thus been some decrease in the number of schools, while the number of pupils is nearly the same, and the expenditure, both of Government money and of private funds, shows a considerable increase. As was the case last year, the largest share of Government expenditure was for middle English schools and for female education. Complaints of irregularities in the mode of keeping the accounts of aided schools, and of the imperfection of the present system of checks, have from time to time been brought to the notice of Government. The present report discusses in some detail a scheme proposed by the Inspector of the Presidency Circle for simplifying the accounts, and ensuring the maintenance of an efficient teaching staff in schools of this class. The annual report, however, is not the proper place for bringing forward proposals of this kind; and any suggestions which the Director desires to offer on the subject should be separately submitted.

33. The question of the education of European and East Indian children was discussed at length in last year's report, and it was then remarked that sufficient school accommodation had been provided for this class of the community. Accordingly, no increase in the number of these schools was found necessary during the year, but some additional aid was given, in the form of capitation grants, to several of the Calcutta schools. From the census returns of Calcutta, it appears that there are about 3,500 European and East Indian children of school-going age in the town; and the returns show that 2,942 children were actually attending schools aided by Government on the 31st March 1877. Adding to these the children at unaided schools, there appears no reason to think that any considerable want remains to be supplied.

34. The strength of the inspecting staff, though considerably increased under recent orders, is reported to be still very insufficient for the number of schools which are now under the supervision of the department. Including two special officers, the number of Deputy Inspectors and Sub-Inspectors of Schools is 202, and there are no less than 21,532 schools under inspection, giving each officer an average of above 106 schools to supervise. Proposals are under consideration for re-distributing the present inspecting circles and for appointing assistant inspectors. But it is evident that, if every school is to be locally

visited, the present inspecting agency ought to be doubled; and this would involve an expenditure which it is entirely beyond the power of the Government to incur. The only practicable solution of the difficulty is that suggested in the report, viz. to bring the primary schools, which far outnumber the schools of all other grades, under a system of payment by results, which will in a great measure dispense with the necessity for local visits.

35. A general summary of the results of the year, as gathered from the foregoing paragraphs, shows that, while the work of the department has been conducted under some difficulties and disadvantages, considerable progress has been made, and a still further measure of success may be hoped for in the future. In particular, the educational history of the year is characterized by two circumstances which appear to the Lieutenant-Governor to afford special ground for satisfaction—the large increase in the funds contributed by the people themselves to schools of every class, and the marked success of the candidates from Bengal schools and colleges in the examinations of the University. The former of these shows that the present system of public instruction is founded upon a secure basis; that it is not merely a Government department, but a national institution. The latter affords a proof that this confidence is not misplaced; that the contributions, both of Government and of the community, are usefully expended; and that, while the basis of education in Bengal is broad, the superstructure also is high. These are results upon which, in the Lieutenant-Governor's opinion, both the officers of the department and the people at large may justly be congratulated.

ORDER.—Ordered that a copy of this Resolution be forwarded to the Director of Public Instruction for information and guidance.

Ordered also that copies be forwarded to all Commissioners of divisions for their information and guidance, and for communication to District Magistrates and District Committees, and that the attention of the Commissioner of Bhagulpore be invited to paragraph 13 of the Resolution.

By order of the Lieutenant-Governor of Bengal,

H. J. REYNOLDS,

Secy. to the Government of Bengal.

COPY forwarded to

By order of the Lieutenant-Governor of Bengal,

H. J. REYNOLDS,

Secy. to the Government of Bengal.

CALCUTTA,
The 4th January 1878.

C. E G.—Reg. No. 16251—5-1-78.